Stevens Institute of Technology

School of Business

**AACSB  
ASSURANCE OF LEARNING PLAN**

**Undergraduate B.S. in Business**

June 2024

**Table of Contents**

1. Introduction And Overview Of Bs Business Degree 3

2. OVERVIEW OF BS BUSINESS ASSURANCE OF LEARNING PLAN 3

3. Bs Business Assurance Of Learning Assessment Plan 5

4. Bs Business Curriculum Alignment Map 6

5. Ethics Table Thread ……………………………………………………………………

6. Global Table Thread …………………………………………………………………...

7. Bs Business (BSB) COMPETENCY GOALs, Objectives, And Rubrics 20

COMPETENCY GOAL 1: Communicate effectively in writing and oral presentations. 21

COMPETENCY GOAL 2: Students can interact effectively in teams. 23

COMPETENCY GOAL 3: Students will be able to formulate and articulate plans to align business and IT . 27

8. Results of AACSB COMPETENCY GOAL Assessments 29

9. Indirect Measures ……………………………………………………………………..34

10. Compencies ……………………………………………………………...…………..34

11. Engagemen, innovation, impact ……………………………………………………..35

# 1. INTRODUCTION AND OVERVIEW OF BS BUSINESS DEGREE

The BS Business program includes the following majors: Business & Technology, Marketing Innovation & Analytics; Finance, Management, Information Systems, Accounting and Analytics, and Economics**.** The program offers the following minors as well: Marketing Innovation and Analytics, Information Systems, Entrepreneurship, Finance, Accounting and Analytics, Economics, Quantitative Finance, and Management.Students in all majors share the same core curriculum, which includes the Liberal Arts and Science Core, Business Core, and Practice Core. The BS Business program started in the academic year 2013-2014, and it took the place of BS Business & Technology, which has been running since the Fall 2000.  The reason for the change is that under BS Business & Technology, there was only one major – the Business & Technology major. Starting fall 2016, seven majors exist that reflect well the degree of Bachelor of Science in Business. Since 2007, under the BS Business & Technology degree, the program has followed strong assurance of learning processes that are being continued with the BS Business degree to date.  Students in all majors share the same core curriculum, which includes the Liberal Arts and Science Core, Business Core, and Practice Core.

# 2. OVERVIEW OF BS BUSINESS ASSURANCE OF LEARNING PLAN

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**School of Business Vision**

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

**Undergraduate BS Business Vision**

To provide an outstanding undergraduate business education that is distinguished by its focus on technology, its real-world application, and complex problem-solving.

**BS Business COMPETENCY GOALs**

The COMPETENCY GOALs for the BS Business program are listed in Table 1. Note that two of the BS Business COMPETENCY GOALs (BSB1 and BSB2) are the same as those for the Business School. COMPETENCY GOAL BSB3 is a specialized version of the school-wide goals HS3 and HS4.

The structure of the goals will remain the same across all programs:

* Soft Skills
  + Goal 1 Will communicate effectively in writing and oral presentation
  + Goal 2 Will be able to interact effectively in teams
* Critical thinking and integrative skills
  + Goal 3 Will be able to formulate and articulate plans to align business and IT

We added several specific competencies, detail the indirect measures we used to assess the competencies and, how to track these when we discuss the goals in section 7.

**Table 1: Undergraduate BS Business COMPETENCY GOALs**

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| **BS BUSINESS Program COMPETENCY GOALs** |
| BSB - 1. Students can communicate effectively in written and oral presentations. |
| BSB - 2. Students can interact effectively in teams. |
| BSB - 3. Students will be able to formulate and articulate plans to align business and IT. |

We added several specific competencies, detailed the indirect measures to assess

the competencies and how to track these when we outline the goals in section 7.

# 3. BS BUSINESS ASSURANCE OF LEARNING ASSESSMENT PLAN

**Table 2: Undergraduate BS Business (BSB) Assurance of Learning Assessment Plan - Goals 1 through 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COMPETENCY GOAL** | **Where Measured** | **When measured?** | **Sampling** | **Measuring & Validation Plan** | **Criterion** |
| BSB - 1. Students can communicate effectively in writing and in oral presentations.  [Responsibility: Stein and Pranav] | BT401 (Required for BS Business Seniors) | Fall Semester, annually | A sample of 30 students. | For writing: All students in BT401 submit writing sample to College of Arts and Letters (CAL) faculty, who evaluate samples using appropriate rubrics.  For Presentations: All students in BT401 have their presentation skills observed during a team presentation in which all students are required to present. A CAL faculty member reviews presentations and complete rubrics for each student. | For both the oral and written evaluations for presentation skills, 80% of students must receive a grade of “A” or “B”.  For writing: A score of 20/40 must be achieved or else completion of Tech Writing Webinar is required.  For Presentations: A score of 20/50 must be achieved or else students are required to submit a reflective essay on the presentation and their plan for improving their skills. |
| BSB - 2. Students can interact effectively in teams.  [Responsibility Aronson] | BT330 Social Psychology & Organization (Required for BS Business Juniors) | Fall Semester, annually | All students in one section (approximately 30) | All students in BT330 take team performance questionnaire at the end of the course. Questions address 2 key team behavior traits: task facilitating behaviors and relationship facilitating behaviors.  The test will be administered using survey monkey and imported into excel. | Faculty receive overall reports. Students study effective teams which emphasize task accomplishment and relationship building behaviors and incorporate as a part of a final paper. 85 % of students get a grade of at least good on the rubric. |
| BSB - 3. Students will be able to formulate and articulate plans to align business and IT.  [Responsibility Parfett] | MIS460 IT Strategy: Strategic Issues in IT Management (Course is one of the three IS courses students can select from for their two Information Systems Requirements.) | Fall Semester, annually | All students in one section (approximately 30). | All students in MIS460 go through an exercise on alignment and how this leads to competitive advantage that involves an individual paper. | 90% of students get a grade of GOOD or better on the paper as measured by the rubric for this COMPETENCY GOAL. |

# 4. BS BUSINESS CURRICULUM ALIGNMENT MAP

**Table 3: BSB Curriculum Alignment Map 2023-2024**

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| --- | --- | --- | --- |
| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will be able to formulate and articulate plans to align business and IT. |
| **Business Core COURSES** | |
| **BT100**  **Principles of**  **Management**  **(Aronson)** | Students prepare individual written analyses and present a team analysis of management issues. | Students working in teams analyze and present solutions to a business issue. |  | |
| BT181  Seminar in Business  (Murphy) | Students create presentations and select writing assignments. | Students are put into teams to prepare assignments from time to time. |  | |
| **MIS** **201**  **Fundament. of Info Systems**  **(zur Muehlen)** | Students have to present on their group IT projects. One week is devoted to a workshop on feedback and coaching. | The course involves a group project where teams have to design and implement an eCommerce business using web technology. | The course discusses the application of IT in modern business, including data management, process management, the use of AI, blockchain technology and others. | |
| **ACC200**  **Financial**  **Accounting**  **(**Henry**)** | Analyze financial statements. The Financial Statement Analysis Project requires a written report and a PowerPoint presentation. | Analyze financial statements. The Financial Statement Analysis Project has both individual and team components. | Formulating and articulating business and technology plans requires an understanding of the financial impact of decisions and the structure of financial records.  - Analyze and record transactions.  - Identify adjustments necessary for accrual-based financial statements.  - Prepare financial statements: Income Statement, Statement of Retained Earnings, Balance Sheet, and Statement of Cash Flows; -Account for specific asset, liability, and equity items Analyze financial statements. | |
| Goals/  BSB Courses | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will be able to formulate and articulate plans to align business and IT |
| **ACC215**  **Managerial**  **Accounting**  **(**Jing Chen**)** | Research project presentation and reflection paper. | Research project gives students opportunities to work in a group setting. | Excel application for questions on budgeting (involves-kind of planning and managerial decision making). | |
| **BT 221**  **Statistics**  **(Olafsson)** |  | Students work in groups on problems presented in class. | Course guides students in using statistics to assess tech-business related functions and issues, e.g., product quality, customer satisfaction, and survey results. | |
| **BT 243**  **Macroeconomics**  **(**Ying Wu**)** | Students have writing and discussion exercises in class. |  |  | |
| **BT 244**  **Microeconomics**  **(Joelle Saad Lesser)** | Using in-class guided discussions, short answer responses on exams and summaries of current events articles, students practice their communication skills. |  |  | |
| **BT321**  **Corporate**  **Finance**  **(Ye Wang)** | The students participate in class discussions and have a group project, which requires them to submit a written report and do a presentation. | The group project requires students to work in a group throughout the semester. There are three parts including an analytical part, a presentation, and a written report. |  | |
| **BT 399**  **Independent Study – Research** | The student works on a paper along with a PowerPoint presentation to submit to faculty sponsor. |  |  | |
| **BT 330**  **Soc. Psych & Org. Behavior**  **(Wei Zheng)** | -There are specific modules devoted to workplace communication in this course, in both verbal and nonverbal settings.  -Students engage in both written and oral presentation in the courses, via assignments such as individual papers, essay questions, individual presentations, team papers, and team presentations. | There are specific modules devoted to understanding how teams work in this course.   Students engage in team-based discussions, role plays, team papers, and team presentations. |  | |
| **BT350**  **Marketing**  **(Sabnis)**  (Jinwoo Kim) | Students write a series of reports with HBR cases and present two team presentations about marketing problems and solutions. | Students work in teams to analyze S&P 500 firms, identify their marketing problems, and present solutions to those problems. | Students analyze IT-related data and are encouraged to use generative for subsets of assignments. | |
| Goals/  BSB Courses | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will be able to formulate and articulate plans to align business and IT |
| **BT360**  **International Business**  **(Jorge Medina)** | Students will work on a case assignment where they will write a report on a case study and present their analysis to the class. Additionally, students will write questions in preparation for the presentations. | Students work in groups on case assignments. They need to work together to discuss the case study, agree on the points to discuss in their report, and prepare to present their analysis. | The course provides an overview of international business and its institutions. The course emphasizes the environmental challenges that companies encounter when venturing abroad. | |
| **BT 413 Business Law**  **(Robert Meyer)** | In class we use the Socratic method to teach and learn and students also present topics for discussion. | For the briefs of the course, we join students in groups of 2 and then larger joined groups. |  | |
| **BT416**  **Business Process Management**  **(zur Muehlen)** | Students have to give multiple presentations in the course. | Course includes team assignments. | Course focuses on analyzing and designing business processes that leverage the capabilities of technology and the makeup of organizations. | |
| **BT421 Systems Analysis and Design**  **(Dennis Glacken)** | Students must prepare a written analysis on specific questions, as well as participate in 2 group project presentations. | There are 2 group projects requiring presentations, as well as numerous in class exercises which are done in teams. | There is an entire lecture on IT Strategic Planning, and a lecture on portfolio. | |
| **MIS 460**  **IT Strategy: Strategic issues in IT Management (Parfett)** | There are 3 team projects that require all team members to present in class. There are 2 individual written assignments in the fall semester and one in the spring semester. They require analysis of a case and an essay on business and IT alignment and how IT drives a competitive advantage. | There are 3 team assignments that require detailed analysis. | Students write a paper on alignment and how it leads to improving the business performance.  There are 3 team assignments. | |
| **BT 301**  **Strategy**  **(Tribo)** | Written Due Diligence Plan (partial);  In-class oral presentations | Group assignments and formal team classroom presentations. | Students are assigned tech-based businesses and challenged to prepare a partial Due Diligence analysis & plan, covering the business strategy and the role of technology in it. | |
| **BT 372**  **Entrepreneurship**  **(**Chen, Yan**)** | Students prepare individual written analyses and deliver a team presentation on an innovative product or company. | Students deliver a team presentation on an innovative product or company. |  | |

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| --- | --- | --- | --- |
| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will be able to formulate and articulate plans to align business and IT |
| **BT-401**  **Capital Structure & Strategy Audit**  **(Pranav Garg)** | The course includes both individual and group written assignments, and a group presentation. | Through project work and a simulation exercise there is group work. | **The course discusses a firm's value chain which will help formulate plans to align business strategy and IT plans.** | |
| **MGT 411**  **Senior Design I**  **(Ann Murphy)** | Students create presentations and select writing assignments. | Students work in the same team for the whole academic year. | Apply business and technology material learned throughout the first three years to develop a project either related to a start-up business or a business consulting project for an actual organization. | |
| **MGT 412**  **Senior Design II**  **(Ann Murphy)** | Students create presentations and select writing assignments. | Students work in the same team for the whole academic year. | Apply business and technology material learned throughout the first three years to develop a project either related to a start-up business or a business consulting project for an actual organization. | |
| **BT 425**  **Portfolio Management**  **(Kaufman)** | Individual presentations of investment results and a paper on developing a portfolio analysis. |  | Use of web based market simulations provide hands-on perspective of trading technologies and demonstration of how events effect valuations. |
| **BT 426**  **Equity Valuation**  **(Kaufman)** | Term project required at the end of the semester | Teams assigned to evaluate specific company market performance | Focus on public company  valuation |
| **QF 430**  **Intro to Derivatives**  **(Goel)** | The assignments prepare students to write effectively. Our assignments require students to show detailed work and explain their rationale. Also, the projects require students to submit written reports explaining their work. The preparation of oral presentation is limited due to time. Students are encouraged to share their opinions and brainstorm in the class. | Students work on a group project. | The course is quantitative in nature and the students use spreadsheets and real data. |
| **BT 403**  **Marketing Strategy in a Digital Age (Sabnis)** | Students make multiple written and oral presentations, both individually and in groups. These include case analyses and presentations about ads during the super bowl and the Oscars. | There are 3 group presentations and one case analysis that is done in teams. | The course discusses the marketing relevant MIS systems necessary for effective marketing strategy in a digital world. |
| **BT435 - Social Media and Network Analysis**  **(Hyewon Oh)** | Students analyze business cases and submit their analysis reports in writing. They also work on group projects developing social media marketing strategies based on their analysis, submit interim/final reports, and present twice - interim and final. Every class evolves around discussion. | Deliverables include interim and final reports and presentations, which are based on working with team members throughout the semester. Each group is also paired with another group and evaluates the team's strategy as a form of critical presentation. |  |
| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will be able to formulate and articulate plans to align business and IT |
| **BT 333**  **Data Base Management (Gomez)** | We simulate the workforce environment all semester. Prof. works 1:1 with students and also across the classroom students share each week.  Prof. adds communication/ soft skills throughout the semester. Students practice communication using Zoom as well.  Prof. taught technical communications, so uses those elements in classes. | Students practice interacting in teams - gaining the skills needed to speak to the data. Using data as leverage it is easier to speak because it is a more quantitative lens rather than qualitative which is harder to do. | Students use current events from the real-world that are emerging so there aren't already predetermined solutions. This enhances the critical thinking needed in the workplace where business and IT align. |
| **FIN 420 A Survey of Topics in Financial Technology**  (Steve Taylor) | Multiple oral and final project presentations. | Collaborative coding/venture building and teamwork are encouraged. | Through the preparation of a pitch deck. |
| **BT 353**  **Introduction to Project Management (Lechler)** | The midterm and final are in-depth written documents to analyze complex business cases.  The final report includes a presentation to the class. | The in-class case studies and final project are conducted via teams, as is the case with most real-world projects. | Course includes identification of a business need and developing a project plan to address the need. |
| **BT419**  **Entrepreneurship Practicum**  **(Murphy)** | Students will create and present an elevator pitch on a proposed company. | Teams will select a “promising” technology and determine its commercial viability within an entrepreneurial setting. | Students will decide if an idea/technology can be the basis for a successful enterprise. |
| **BT447**  **Creativity and Innovation (Chen Yan)** | Student groups develop a final project to present to the class. | Team members collaborate to develop a final group project. | Student explore technology’s influences on creativity. |
| **ECON 242**  **Introduction to Economics for QF Students**  **(Saad-Lessler)** |  | There are collaborative group assignments in this class. |  |
| **MGT 300**  **Business communication**  **(McBryan)** | Through multiple rounds of papers and projects that cover a variety of different business genres and styles, with feedback and drafting built into the process along the way, the course addresses writing and oral presentation effectiveness. | We use group assignments that teach students how to write collaboratively and execute team presentations with smooth transitions. |  |
| **ACC 351**  **Federal Taxation of Individuals**  (James Biagi) | Although most of the work product involves tax forms or problem solutions, students are asked to analyze tax situations during class discussion. |  | Students learn to use information complied by accounting systems to prepare tax information. |
| **ACC 431 Advanced Accounting**  (James Biagi) | Although most of the work product involves problem solutions, students are asked to analyze accounting questions during class discussions. |  | Students learn to use information complied by accounting systems to prepare consolidated financial statements. |
| QF 301  **Advanced Time Series Analytics and Machine Learning**  **(**Zachary Feinstein**)** | Every homework assignment (after the first week), requires students to write about the results they found. There is also a final project that requires a formal written report and presentation. | The final project is a group project. | As a course on using technology for financial problems, there is a need to think about how the technology aligns with business goals. |
| **ACC 311**  **Intermediate Accounting**  **(Ryan Wynne)** | Students are assigned two accounting research papers that they analyze in groups and provide written reports of the various findings. | The research project requires students to coordinate amongst their team members and provide one submission that summarizes their findings in a coherent research report. | Students are provided training in excel to solve advanced accounting problems. |
| **QF 435 - Risk management for capital markets**  **(Dan Pirjol)** | The homework assignments require the students to explain their solution both in words and using graphical representation. Some problems are formulated as "Advise a potential investor about the relative merits of two strategies" which encourages more detailed argumentation. |  |  |
| BT 454  International Economics and Finance  (Ying Wu) | Students have writing and discussion exercises in class. | Students work in group discussions. |  |
| QF 101  Introduction to Quantitative Finance I  (George Calhoun) | Oral presentations in groups, as the final. | Oral presentations in groups, as the final. |  |
| MIS 110  Creative Problem Solving in Computing | Our course has an individual Python programming project. Students are required to write a project report and present their Python program to their course TA. |  | The first lecture in our course examines the differences between Information Systems and Computer Science. |
| **BT 223 Applied Models and Simulation**  **(Kevin Ryan)** |  |  | BT223 provides an introduction to data analytics. Specific data analytic techniques are implemented in Excel to solve practical business problems. |
| **BT310 Programming for Mobile Applications**  **(Kevin Ryan)\** | BT310 can have both an individual and a team-based mobile app development project. Each project is presented and the team-based project has a written report. | BT310 can have a team-based mobile application development project. | Our team-based project provides the opportunity for students to develop a mobile app for a selected business application. |
| QF 103 Basic Financial Tools  (Ionut Florescu) |  |  | Students learn using Bloomberg terminal about business cases and financial instruments |
| QF 104  Advanced Financial Tools  (Ionut Florescu) | There are multiple assignments where students have to write code and interpret results. Students learn markdown and how to explain code results in a paper. |  | The course is about R programming. Students learn how to use information technology software. |
| **BT404 Marketing, Society, and Sustainability**  **(Gaurav Sabnis)** | They have to write two essays and make two presentations. | Students work on a group project presentation about ESG metrics. | Students learn how to take into account sustainability and social issues in how IT is used in marketing. |
| |  | | --- | | **BT417 Marketing**  **& Analytics** |   **(Gaurav Sabnis)** | Students have to submit reports, and questionnaires related to a marketing research project, conduct a focus group, and present their findings. | The semester long marketing research group project requires them to work in teams a lot. | Students learn about the use of IT in marketing research. |
| **QF 102 Basic Financial Tools**  **(Calhoun)** | Group presentations. | Group presentations. |  |
| **BT 436 Game Theory** | Students practice oral communication and writing by having discussions in class and answering questions on exams and homework. |  |  |
| **ACC 312 Intermediate Accounting 2**  **(Elaine Henry)** | Several homework assignments include short essays. Students present a final paper. | Some assignments are done in teams. | Indirectly. Students increase their knowledge of accounting, the process by which economic reality is translated into the records that constitute the databases of the firms’ organization. |
| **BT 445 Virtual & Physical Consumer Behavior**  **(Hyewon Oh)** | A significant portion of this course lies in the discussion based on reading and lecture materials. Specific assignments ask students to share their thoughts in writing and present their work both individually and as a team. | Each class involves in-class activities that require discussions with other students. There are two team projects, which require students to work in teams throughout the semester. |  |
| BT442 Fixed Income  (Stefano Bonini) | Group projects and presentations, open ended quiz questions. | Group projects and presentations. | Somehow: we discuss how fixed-income markets are slowly moving towards electronic platforms. |
| **QF 202 Financial Time Series**  (Ionut Florescu) | Students have to interpret and explain statistical results obtained by running real data. We test via assignments and exams. |  | Students have a weekly quiz where they have to code in real time. |
| **QF 302 Financial Market Microstructure and Trading**  **(Dan Pirjol)** | Written presentation: both the course assignments and the course project require that students explain their results to a non-technical audience, focusing on text and images, rather than on numerical results and code. Oral presentation: one of the deliverables of the course project is an oral presentation, explaining their work on the project and the results. | The course project is team-based. The students have to form teams of 2-3, and work together on the project. |  |
| **BT 422 Decision Making**  **(Howie Xu)** | This course is lecture and discussion-based. In addition, each student does a class opening presentation where they introduce themselves and present ideas, thoughts, or phenomena related to decision-making or management. Further, students are assigned to teams, and effective teamwork requires good communication. In this course, students are asked to interview business professors to understand their decision-making process and deliver two team presentations. | Students are assigned to a gender- and race-based teams. At the beginning of the team formation, students are asked to select their team leaders, and make their team rules. Clear guidelines for team assignments will be provided to students for effective teamwork. Students are encouraged to seek the instructor's help if there are task or relational conflicts that they can't resolve on their own. | This course touches on a large number of real-work decision-making examples, essays, cases, or scenarios. Students will get hands-on experiences about how people, particularly business managers, go about their decision making in the real business world. For the IT side, students are encouraged to use ChatGPT to help with their writing assignments but they are required to write the draft first by themselves and then ask ChatGPT to enhance their writing. Students are asked to provided the original version of their writing and the enhanced version by ChatGPT when submitting the homework. |  | |
| **ACC 421 Audit and Assurance**  (Arion Cheong) | Students must communicate their understanding of auditing concepts during class, assignments, and exams. | The class prepares students for effective team interactions through collaborative projects and case studies that simulate real-world scenarios. | Students formulate and articulate plans that align auditing and IT by integrating practical exercises with Alteryx and process mining tools. |  | |
| QF112 Statistics Quantitative Finance  (Thomas Lonon) |  |  | By learning statistics, they understand the models utilized in business and understand the measures of those models. |  | |
| **QF 343 Introduction to Stochastic Calculus for QF**  (Thomas Lonon) |  | N/A - although I do encourage them to work together if they are having troubles, but there is no requirement. | Students build models that are utilized in the industry. |  | |

Ethics and global threads appear next

**5. Ethics Thread 2023-2024**

The BS Business Program also takes great effort to address the importance of Business Ethics. The following table shows the courses where ethics is explicitly addressed.

|  |  |  |
| --- | --- | --- |
| **Goals/** | | Students are aware of social responsibilities in a business environment and can reason about ethical issues. |
| **BT100**  **Principles of Management**  **(Aronson)** | | Students analyze business ethical issues and provide recommendations.  Personal and business ethical issues are tested. |
| **MIS 201**  **(Michael zur Muehlen.** | | Issues related to hyper-personalization in digital advertising as well as cybersecurity and cyber-ethics are discussed in the course. |
| **BT 244**  **Microeconomics**  **(Joelle Saad Lesser)** | | Class incorporates elements related to CSR issues  Each semester there is an ethics discussion related to a current example of what happens when you get caught. In our coverage of various market structures (e.g. competition, monopoly, and monopolistic competition), and the theory of the firm, students are introduced to the ethical and social responsibilities of profit-oriented firms. |
| **BT 321**  **Corporate**  **Finance**  **(**Ye Wang) | | We do discuss ethical topics in some chapters, such as stock valuation. |
| **BT 330**  **Soc. Psych & Org. Behavior**  **(Wei Zheng)** | | This course touches upon ethical decision-making, and diversity and inclusion. These topics are discussed in some sections, and some team projects involve these topics as well. |
| **BT350**  **Marketing**  **(Sabnis)** | | Students have a class dedicated to ESG (Environmental-Social-Governance) Marketing, and in other classes, they were presented with topics related to business ethics. |
| **BT 413 Business Law**  **(Robert Meyer)** | | We discuss case studies at the end of the course to review pertinent and current ethical issues. |
| **BT416**  **Business Process Management**  **(zur Muehlen)** | | We discuss ethics when it comes to mining performance data from process audit logs as well as the offshoring of tasks due to the ability to distribute work. |
| **MIS 460**  **IT Strategy: Strategic issues in IT Management (Parfett)** | | There is a lecture on ethics, which includes questions that the class addresses. Other social responsibilities are addressed by discussing articles reviewed in class. |
| **BT 301**  **Strategy**  **(Tribo)** | | Highlighting problems in business ethics through case material. |
| **BT-401**  **Capital Structure & Strategy Audit**  **(Pranav Garg)** | | Ethical issues are addressed through case studies -- e.g., conflicts of interest in consulting and through a simulation exercise -- difference between cooperation and collusion. |
| **BT 465**  **Integrated marketing communications**  **(Sabnis)** | Regulations & ethical concerns; legal environment surrounding marketing and marketing communications. Views of ethics, morals, and social responsibility as they relate to marketing, advertising, and public relations. |
| BT 403 Marketing Strategy in a Digital World  **(Sabnis)** | The cases we cover, from the marketing of avocados to electric cars and crypto, have sections relevant to social responsibility and ethics. |
| MGT300 Business Communications  (McBryan) | | All of our assignments have some ethical components baked in, but the final case study is a major research project focused on ethical problems in different business contexts and their consequences for the business, industry, community, and planet. |
| ACC200 Financial Accounting (Henry) | | Ethics case in class. |
| ACC215 Managerial Accounting(Jing Chen) | | One case in the research project covers ethical issues among executives. |
| BT 399 Independent study research | | Highlighting problems in ethics through the importance of honest presentation of data. |
| ACC351 Federal Taxation of Individuals  (James Biagi) | | Students discuss the codes of ethics applicable to accounting professionals. |
| **ACC-431 Advanced Accounting**  (James Biagi) | | Students discuss the codes of ethics applicable to accounting professionals. |
| **BT435 - Social Media and Network Analysis**  (Hyewon Oh) | | Students analyze business cases that are relevant to how to leverage social media for the greater good. The topics include tension between business goals and philanthropic purposes, risks in influencer marketing, and privacy and trust issues in social media. |
| **ACC 311**  **Intermediate Accounting**  (Ryan Wynne) | | Ethical case studies are presented on topics covered in the course. |
| **QF 430**  **Intro to Derivatives**  **(Goel)** | | We have a session on risks of financial derivatives, lessons from the financial crisis of 2008, ethical and agency problems, and how to be a responsible user of derivatives. |
| QF 435 - Risk management for capital markets  (Dan Pirjol) | | We discuss topics such as "operational risks due to ethical behavior in trading - rogue traders, regulation compliance, etc." |
| BT 243 Macroeconomics  (Ying Wu) | | Students analyze ethical issues in real world events. |
| BT 454  International Economics and Finance  (Ying Wu) | | Students analyze ethical issues in real world events. |
| **BT 221**  **Statistics (Olafsson)** | | Students learn about ethical statistical practices. |
| **QF 101**  **Introduction to Quantitative Finance I**  **(George Calhoun)** | | Many discussions of ethical issues throughout the course. |
| **411 Senior Design**  **Murphy** | | Social responsibilities are discussed as part of their senior design projects. |
| **412 Senior Design**  **Murphy** | | Social responsibilities are discussed as part of their senior design projects. |
| BT 181  **Murphy** | | Depends on how the seminar is taught (it changes from one semester to another), but ethics is a common thread that runs through the different topics. |
| **QF 103 Basic Financial Tools**  **(Ionut Florescu)** | | There are multiple cases illustrating how markets may be manipulated by political events. |
| **BT404 Marketing, Society, and Sustainability**  **(Gaurav Sabnis)** | | Ethics is the central objective of the course. |
| |  | | --- | | **BT417 Marketing Research**  **& Analytics** |   **(Gaurav Sabnis)** | | Research ethics are important in marketing research. |
| **BT 360 International Business**  **(Jorge Medina)** | | One of the topics we will discuss in this course covers ethics, corporate social responsibility, and sustainability. |
| **QF 102 Basic Financial Tools**  **(Calhoun)** | | Regular discussion of social responsibility and ethical issues in connection with daily readings in the WSJ, FT. |
| **ACC 312 Intermediate Accounting 2**  **(Elaine Henry)** | | Some ethics content. |
| **BT 445 Virtual & Physical Consumer Behavior**  **(Hyewon Oh)** | | Students develop effective and impactful marketing strategies that will change consumer behavior in a positive way. Along this journey, students will learn how to better understand human minds and help consumers lead better lives. |
| **QF 302 Financial Market Microstructure and Trading**  **(Dan Pirjol)** | | The course discusses unethical trading behavior, and the regulators actions to prevent such actions (spoofing, insider trading). Several case studies involving regulatory action are discussed. |
| **BT 333**  **Data Base Management (Gomez)** | | Ethical issues begin by example. Unbiased grading criteria, timeliness, and attendance are important. Examples such as information sharing and other incidents that occur in the business environment are covered through storytelling and current events in the news. |
| **BT 422 BT Decision Making**  **(Howie Xu)** | | The course involves a topic entitled "Ethics and Decision Making." In that topic, we have in-depth discussion on various philosophies underlying decision-making and how to make moral decisions in the business world. |
| **QF112 Statistics Quantitative Finance**  **(Thomas Lonon)** | | We discuss how statistics can be misleading and the importance of clarity in presenting results (rather than skew them for your own purposes). |
| **QF 343 Introduction to Stochastic Calculus for QF**  **(Thomas Lonon)** | | Prof. tries to encourage ethical behavior in the classroom. |
| **ACC 421 Audit and Assurance**  **(Arion Cheong)** | | The course fosters awareness of social responsibilities in a business environment and the ability to reason about ethical issues by incorporating topics on professionalism and business ethics, engaging students in case studies, discussions, and analysis of real-world scenarios that highlight ethical dilemmas and the impact of business decisions on society and the environment. |
| **FIN 420 A Survey of Topics in Financial Technology**  (Steve Taylor) | | We discuss the trade-offs between traditional finance and fintech and the associated ethical implementations of both models. We also discuss the differences between modifying finance and profiting from others. |

**6. Global Thread –2023-2024**

**Another thread running through the BSB Program is global considerations. The chart below maps our courses to global coverage using the legend below.**

**Legend**

 – Entirely Global Content

 – Significant parts are global

 – Some global content

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Legend** | **Notes** | |
| **BT100**  **Principles of**  **Management**  **(Aronson)** |  |  | |
| BT 181  Seminar in Business  (Murphy) |  |  | |
| **MIS 201**  **Fundament. of Info Systems**  **(zur Muehlen)** |  |  | |
| **ACC200**  **Financial**  **Accounting**  **(**Henry**)** |  |  | |
| **ACC215**  **Managerial**  **Accounting**  **(**Jing Chen**)** |  |  | |
| **BT 221**  **Statistics**  **(Olafsson)** |  |  | |
| BT 243  Macroeconomics  (Ying Wu) |  |  | |
| **BT 244**  **Microeconomics**  **(Saad-Lessler)** |  |  | |
| **BT321**  **Corporate**  **Finance**  **(Ye Wang)** |  |  | |
| **BT 330**  **Soc. Psych & Org. Behavior**  **(Wei Zheng)** |  |  | |
| **BT350**  **Marketing (Sabnis)** |  |  | |
| **BT360**  **International Business**  **(Jorge Medina)** |  |  | |
| **BT416**  **Business Process Management**  **(zur Muehlen)** |  |  | |
| **MIS 460**  **IT Strategy: Strategic issues in IT Management (Parfett)** |  |  | |
| **BT 301**  **Strategy**  **(Tribo)** |  |  | |
| **BT 372**  **Entrepreneurship**  **(**Chen, Yan**)** |  |  | |
| **BT-401**  **Capital Structure & Strategy Audit**  **(Pranav Garg)** |  |  | |
| **MGT 411**  **Senior Design I**  **(Murphy)** |  |  | |
| **MGT 412**  **Senior Design II**  **(Murphy)** |  |  | |
| **BT 425**  **Portfolio Management**  **(Kaufman)** |  |  | |
| **BT 440 Money, Banking and Financial Institutions (Bonini)** |  |  | |
| **BT 403**  **Marketing Strategy and Decision-Making**  **(Sabnis)** |  |  | |
| **QF 430**  **Intro to Derivatives**  **(Goel)** |  |  | |
| BT 454  International Economics and Finance  (Ying Wu) |  |  | |
| **BT 353**  **Introduction to Project Management (Lechler)** |  |  | |
| **BT 333**  **Data Base Management (Gomez)** |  |  | |
| **BT 419**  **Entrepreneurship Practicum**  **(Murphy)** |  |  | |
| **BT 343**  **Intermediate macro-economics**  **(Anderson)** |  |  | |
| **BT 344**  **Intermediate micro-economics**  **(Saad-Lessler)** |  |  | |
| **BT 399 Independent study research** |  |  |
| MGT 300 Business Communication  (McBryan) |  |  |
| ACC 351 Federal Taxation of Individuals  (James Biagi) |  |  |
| **ACC-431 Advanced Accounting**  (James Biagi) |  |  |
| BT435 - Social Media and Network Analysis  (Hyewon Oh) |  |  |
| **ACC 311**  **Intermediate Accounting**  (Ryan Wynne) |  |  |
| **QF 435 - Risk management for capital markets**  **(Dan Pirjol)** |  |  |
| **QF 101**  **Introduction to Quantitative Finance I**  **(George Calhoun)** |  |  |
| **QF 103 Basic Financial Tools**  **(Ionut Florescu)** |  |  |
| BT404 Marketing, Society, and Sustainability  (Gaurav Sabnis) |  |  |
| |  | | --- | | **BT417 BT417 Marketing Research**  **& Analytics** |   **(Gaurav Sabnis)** |  |  |
| **QF 102 Basic Financial Tools**  **(Calhoun)** |  |  |
| **ACC 312 Intermediate Accounting 2**  **(Elaine Henry)** |  |  |
| **BT 445 Virtual & Physical Consumer Behavior**  **(Hyewon Oh)** |  |  |
| **BT442 Fixed Income**  **(Stefano Bonini)** |  |  |
| **QF 202 QF 202 Financial Time Series**  **(Ionut Florescu)** |  |  |
| **QF 302 Financial Market Microstructure and Trading**  **(Dan Pirjol)** |  |  |
| **BT 422 BT Decision Makin**  **Howie Xu** |  |  |
| **QF112 Statistics Quantitative Finance**  **(Thomas Lonon)** |  |  |
| **QF 343 Introduction to Stochastic Calculus for QF**  **(Thomas Lonon)** |  |  |
| **ACC421 Audit and Assurance**  **(Arion Cheong)** |  |  |
| **BT 413 Business Law**  **(Robert Meyer)** |  |  |
| **BT421 Systems Analysis and Design**  **(Dennis Glacken)** |  |  |
| **FIN 420 A Survey of Topics in Financial Technology** (Steve Taylor) |  |  |

# 7. BS BUSINESS (BSB) COMPETENCY GOALS, OBJECTIVES AND RUBRICS

**Goal 1: Objectives and Traits**

|  |  |
| --- | --- |
| COMPETENCY GOAL 1: Communicate effectively in writing and oral presentations. | |
| **COMPETENCY GOAL 1 has 2 Objectives, as follows:** | |
| **Objective 1:** | ***Students will be 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 |
|  |  |
| **Objective 2:** | ***Students will be able to deliver presentations effectively.*** |
| **Traits** |  |
| Trait 1: | Organization and logic |
| Trait 2: | Voice quality |
| Trait 3: | Physical presence |
| Trait 4: | Use of slides to enhance communications |
| Trait 5: | Transitions/ Time Management/ Q/A |
|  |  |

**Explanation for indirect measurements:**

At the end of junior year, team members were interviewed/exit surveyed. The interviews were structured, with representative team members in BT 330. The structured interviews collected information about the key identified competencies described above. The responses were subjected to a content analysis to discover underlying themes.

There are **particular competencies** that are needed for communication that the BSB program attended to in Fall 2021, 2022, and 2023. The competencies targeted are communicating in writing and presentation delivery. **Writing** skills include: using structure to provide a forecast and build the paper's conclusions; spelling and word choice are fault-free, using Grammarly; ideas are created and explained using examples. **Oral presentation** skills include: Providing the audience with an overview and section transition guidance; conveying enthusiasm for the topic; maintaining eye contact with the audience; using clear slides with a reasonable amount of material per slide and illustrations/ graphics; remaining within time limits, and providing organized responses.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COMPETENCY GOAL 1Rubric** | | | | | | | | |  |
| **BSB – 1** | | **Students can communicate effectively in writing and oral presentations** | | | | | | |  |
| **Objective 1:** *Students will be able to write effectively* | | | | | | | | |  |
|  | | **Trait** | **Poor** | | | **Good** | | **Excellent** |  |
|  | | **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: 16-30 ; Exceeds: 31-40** | | | | | | |  |
| **Objective 2** | *Students will be able to deliver presentations effectively* | | | | | | |  |
|  | **Trait** | | **Poor** | **Good** | | **Excellent** | |  |
|  | **Value** | | **0** | **5** | | **10** | |  |
| Trait 1: | Organization and logic | | Fails to introduce topic; no evidence of or poor logical flow of topic. | Prepares listeners for sequence and flow of topic. Loses place occasionally but flow and structure are still clear. | | Engages listeners with overview, guides listeners through connections between sections, and alerts audience to key details and concepts. | |  |
| Trait 2: | Voice Quality | | Cannot be heard or understood well due to volume, mumbling, speed, monotone delivery, and/or heavily accented English. | Clear delivery with well-modulated voice. Displays some confidence and enthusiasm, but may also contain flatter periods or sound overly rehearsed. | | Exemplary delivery, with a voice that sounds fully engaged, conveys enthusiasm and confidence, and relates to the audience well. | |  |
| Trait 3: | Physical Presence | | Turns away from audience or uses distracting gestures, such as pacing or tugging clothing. Speaker seems stiff, awkward or uncomfortable. Little eye contact. | Speaker is relaxed in front of the room and keeps distracting movements and gestures to a minimum. Generally faces audience and makes eye contact. | | Speaker’s body language is superb and fully engages the room. Strong, consistent eye contact to the entire audience. Uses confident gestures to underscore key verbal points. | |  |
| Trait 4: | Use of slides to enhance communications | | Misspelled, too busy, too much text, too many slides for allotted time, and/or poor use of graphics like charts. | Slides are readable, containing a reasonable amount of material per slide. Good use of graphics or illustrations. | | Slides are well written/designed, engaging to the audience, and used as support to verbal content presentation. | |  |
| Trait 5: | Transitions Time Management Q&A | | Transitions are awkward or non-existent. Speakers go over time limits. Answers are disorganized or non-responsive. | Transitions are smooth. Speakers generally stay within time limits. Speakers respond to questions well and provide sufficient response. | | Transitions are professional and very smooth. Speakers respond convincingly and address all aspects of question. | |  |
| **Criterion:** | **Does not meet expectations: 0 – 19; Meets: 20-35 ; Exceeds: 36-50** | | | | | | |  |
|  |  | | | | | | |  |

**COMPETENCY GOAL #2 – Goal and Objectives using the Automated Team Survey**

**See traits lower down**

|  |  |
| --- | --- |
| COMPETENCY GOAL 2: Students can interact effectively in teams. | |
| Objectives |  |
| Objective 1: | *Students will be able to facilitate task accomplishment within the context of project teams* |
| Objective 2: | *Students will be able to facilitate relationship building within the context of project teams.* |
|  |  |

**Explanation for Indirect Measures**

There are **specific competencies** that are needed in teamwork that AOL goal 2 addressed. The skills that are targeted are task management skills, and relationship management skills. **Task management** skills include: clarifying roles and responsibilities of others; suggesting new approaches to solving problems; defining task priorities for work sessions and or projects. **Relationship management** skills include: working towards solutions and compromises that are acceptable to all involved; reinforcing the contributions of others; encouraging ideas and opinions even when they differ from his/her own.

The indirect measurements were taken at periodic intervals in Fall 2021, 2022, and 2023. Depending on the measurement chosen a diagnostic tool will be selected for analysis.

The interviews during Fall 2021,20222, and 2023 were structured, with representative team members. The structured interview gathered information about the key competencies. The responses were subjected to a content analysis to capture underlying themes. Other options for future consideration include Employer/ supervisor feedback about the interns’ teamwork skills.

# RUBRIC

**Objective 1:** *Students will be able to facilitate task accomplishment within the context of project teams*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Trait** | **Poor** | **Good** | **Excellent** |
|  | **Value** | **0** | **5** | **10** |
| Trait 1: | Anticipates problems and develops contingency plans | Fails to suggest a direction and does not clarify responsibilities | Suggests some form of direction for the team | Identifies ways to proceed or alternatives to pursue and clarifies roles and objectives |
| Trait 2: | Recognizes interrelationships among problems and issues | Fails to request information from the team | Makes an effort to request information from the team | Asks questions, analyzes knowledge gaps, requests opinions, beliefs and perspectives |
| Trait 3: | Suggests new approaches to solving problems | Fails to provide information needed | Provides some necessary information | Provides data, offers factors, and judgments and highlights conclusions |
| Trait4 | Organizes information into meaningful categories | Does not expand on others ideas | Makes an effort to build on others' suggestions | Builds on ideas expressed by others; provides examples and illustrations |
| Trait5 | Helps others to draw conclusions from the facts | Fails to suggest to the team to stay focused on the team's task | Makes an effort to keep members focused on the task | Urges team members to stay on task and to achieve team goals |
| Trait6 | Defines task priorities for work sessions and or overall projects | Fails to monitor progress | Tries to check progress | Checks on progress, helps maintain accountability of results |
| Trait7 | Ensures that goals are understood by all | Provides no analysis of team processes | Makes an effort to analyze team processes | Analyzes process and procedures used by the team in order to improve efficiency and timeliness. |
| Trait8 | Clarifies roles and responsibilities of others | Does not ground comments in reality | Makes an attempt to check whether ideas are grounded in reality | Explores whether ideas presented are practical or workable. |
| Trait9 | Reviews progress throughout work sessions/life of a project | Does not reinforce team rules | Tries to reinforce team agreed upon principles | Helps to reinforce team rules, and maintains agreed upon principles |
| Trait10 | Summarizes the team's position on issues | Fails to summarize points and conclusions reached, and does not clarify conclusions reached | Makes an effort to summarize points and clarify conclusions | Combines ideas; sums up points made; Helps members understand the conclusions reached. |

**Objective 2:** *Students will be able to facilitate relationship building within the context of project teams.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Trait** | **Poor** | **Good** | **Excellent** |
|  | **Value** | **0** | **5** | **10** |
| Trait 1: | Conveys interest in what others are saying | Fails to praise the contributions of others | Makes an effort to commend the ideas of others | Praises the ideas of others, shows friendliness, and points out others' contributions |
| Trait 2: | Encourages ideas and opinions even when they differ from his/her own | Does not attempt to find common ground in conflicting points of view. | Makes an effort to find common ground in disputes | Mediates differences between others and finds a common ground in disputes |
| Trait 3: | Works towards solutions and compromises that are acceptable to all involved | Fails to motivate team members | Makes an attempt to energize team members | Motivates others towards greater effort |
| Trait4 | Shares credit for success with others | Fails to challenge disruptive behaviors | Makes an effort to challenge uproductive behaviors | Challenges unproductive behaviors |
| Trait5 | Cooperates with others | Fails to encourage solidarity | Makes an effort to ensure proper team behavior | Encourages agreement and helps smooth interactions |
| Trait6 | Encourages participation among all participants | Fails to express empathy for team members | Attempts to reflect group feelings | Expresses empathy and support for team members |
| Trait7 | Shares information with others | Reluctant to share information with team members | Occasionally disseminates information | Regularly Shares information willingly with team members |
| Trait8 | Reinforces the contributions of others | Fails to reinforce other team members’ help | Makes an effort to provide positive feedback following others’ assistance | Reinforces the contributions of others |
| Trait9 | Involves others in decisions that affect them | Fails to include team members in decisions that will affect them | Makes an effort to involve other team members in decisions that will affect them | Gets team members involvement in decisions that will affect them |
| Trait10 | Encourages others to express their views even when they are contrary to his/her own | Discourages others’ constructive dissent. | Attempts to encourage others’ constructive disagreement. | Urges others’ to express contrary views. |

**COMPETENCY GOAL # 3: Objectives and Traits**

|  |  |
| --- | --- |
| COMPETENCY GOAL 3: Students will be able to formulate and articulate plans to alight business and IT | |
| **Objective 1:** *Students recognize the role of the CIO as a corporate executive and leader and the IT organization as a contributor to the strategic direction of the firm.* | |
| **Traits** |  |
| Trait 1: | The student learns to think strategically beyond the IT function alone – ability to see the big picture |
| Trait 2: | The student understands how to develop an IT strategy that aligns with the business strategy – problem solving ability |
| Trait 3: | The student demonstrates creative, analytic and innovative thinking |
| Trait 4: | The student articulates the way in which technology enables business strategy i.e., drives business improvement and leads to a competitive advantage |
| Trait 5: | The student demonstrates how they would forge a partnership with the business – leadership ability |
| Trait 6: | The document is well written, demonstrating good communication skills |

**Explanation for indirect measurements:**

Indirect measurements will be taken at periodic intervals. Depending on the measurement chosen a diagnostic tool will be selected for analysis.

These could include: competitions, exit surveys, alumni surveys, advisory council feedback, employer input, career fair feedback, focus groups, and interviews.

# 3. RUBRICS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 1:** *Students recognize the role of the CIO as a corporate executive and the IT organization as a contributor to the strategic direction of the firm.* | | | | | |
|  | **Trait** | **Poor (0-6)** | **Good (7 - 9)** | **Excellent (10)** | **Score** |
|  | **Value** | **0** | **7** | **10** |  |
| Trait 1: | The student learns to think strategically beyond the IT function alone – ability to see the big picture | Focus remains on IT alone | Alignment between business and IT is articulated | Innovative ideas are brought forth |  |
| Trait 2: | The student understands how to develop an IT strategy that aligns with the business strategy;  Demonstrated problem solving ability | The understanding of alignment is poor, incremental change | The understanding clearly shows a relationship between IT and business | The understanding goes beyond commonplace thinking and demonstrates insight into the future of the firm |  |
| Trait 3: | The student demonstrates creative, analytic and innovative thinking | Thinking is incremental | Some elements of the analysis process show radical change | The recommended strategies present a clear opportunity for competitive advantage |  |
| Trait 4: | The student articulates the way in which technology enables business strategy, in particular demonstrates how IT drives business improvement the leads to a competitive advantage | Relationship between IT and business strategy is not clear | Clear link between IT and business strategy is shown | The alignment of IT & business through strategy will provide competitive advantage. |  |
| Trait 5: | The student demonstrates how they would forge a partnership with the business – leadership ability | Doesn’t show a real understanding of how to build a partnership | Shows good elements of how to build a partnership | Demonstrates how they would build a true partnership with the business |  |
| Trait 6: | The document is well written demonstrating good communication skills | The ideas are not clearly stated; the sentence structure and grammar are poorly done | The ideas are well presented; the sentence structure and grammar are correct | A good writing style is displayed; easy to understand; all English constructs are mastered |  |
| **Criterion: Does not meet expectations: 0 – 44; Meets: 45-59 ; Exceeds: 60** | | | | | |

**8. RESULTS OF AACSB COMPETENCY GOAL ASSESSMENTS**

The results of the initial COMPETENCY GOAL assessments carried out to date are included below.

**Explanation**

Each COMPETENCY GOAL has a number of learning objectives and performance on each objective is measured using a rubric that in turn contains a number of desired “traits”. Students are scored individually on each trait.

The grading sheets for each student are used to develop a Summary Results Sheet for each COMPETENCY GOAL objective. A selection of these Summaries is included below.

The first table in the Summary Results Sheet for a learning objective and trait gives the counts of students falling in each of the three categories:

- Does not meet expectations  
- Meets expectations  
- Exceeds expectations

The right-hand column in the table is used to record the average score of the students on each trait. This table provides an indication of the relative performance of students on each trait.

The second table on each sheet provides the counts of students who fall in each of the above three categories for the overall learning objective.

The person doing the assessment provides explanatory comments and recommendations on the bottom of the Results Summary Sheet. The recommendations suggest content or pedagogy changes for the next time the course is given.

**School of Business**

**RESULTS OF AACSB COMPETENCY GOAL DIRECT ASSESSMENT**

**Results for Fall 2021, 2022, and 2023 appear by COMPETENCY GOAL (in a separate file sent to Director AOL) for example:**

*Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:**

**ASSESSOR:**

**NUMBER OF STUDENTS & COURSE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **COMPETENCY GOAL Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow |  |  |  |  |
| 2: Grammar & Sentence Structure |  |  |  |  |
| 3: Spelling & word choice |  |  |  |  |
| 4: Development of ideas |  |  |  |  |
| **Average Grade (Out of 10) =** | | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category**  *(Based on average score across all traits)* |  |  |  |

**COMMENTS:**

**REMEDIAL ACTIONS:**

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:**

**ASSESSOR:**

**NUMBER OF STUDENTS & COURSE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **COMPETENCY GOAL Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic |  |  |  |  |
| 2: Voice Quality |  |  |  |  |
| 3: Physical Presence |  |  |  |  |
| 4: Use of Slides to Enhance Comm |  |  |  |  |
| 5: Transitions, Time Mgt, Q&A |  |  |  |  |
| **Average Grade (Out of 10) =** | | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category**  *(Based on average score across all traits)* |  |  |  |

**COMMENTS:**

**REMEDIAL ACTIONS:**

**COMPETENCY GOAL #: 2 Our students will interact effectively in teams.**

**LEARNING OBJECTIVE # 1:** *Students will be able to facilitate task accomplishment (team leadership) within the context of project teams*

**ASSESSMENT DATE: ASSESSOR:**

**NO. OF STUDENTS TESTED: \_\_ with all data available. Course: BT 330**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **COMPETENCY GOAL Traits** | **Not Meet Expectations** | **Meet Expectations** | **Exceed Expectations** | **Avg. Grade on Trait** |
| 1. Anticipates problems and develops contingency plans |  |  |  |  |
| 2. Recognizes interrelationships among problems and issues |  |  |  |  |
| 3. Suggests new approaches to solving problems |  |  |  |  |
| 4. Organizes information into meaningful categories |  |  |  |  |
| 5. Helps others to draw conclusions from the facts |  |  |  |  |
| 6. Defines task priorities for work sessions and or overall projects |  |  |  |  |
| 7. Ensures that goals are understood by all |  |  |  |  |
| 8. Clarifies roles and responsibilities of others |  |  |  |  |
| 9. Reviews progress throughout work sessions/life of a project |  |  |  |  |
| 10. Summarizes the team's position on issues |  |  |  |  |
| **Average Grade (Maximum 5)** | | | |  |
|  | **Not Meet Expectations (0-2)** | **Meet Expectations (3)** | **Exceed Expectations (4-5)** |
| **Total Students by Category** (Based on Average score across all traits) |  |  |  |

**COMMENTS:**

**REMEDIAL ACTIONS:**

**LEARNING OBJECTIVE # 2:** *Students will be able to facilitate relationship building (team facilitation) within the context of project teams.*

**ASSESSMENT DATE: ASSESSOR:**

**NO. OF STUDENTS TESTED: \_\_ with all data available. Course: BT 330**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **COMPETENCY GOAL Traits** | **Not Meet Expectations** | **Meet Expectations** | **Exceed Expectations** | **Avg. Grade on Trait** |
| 1. Conveys interest in what others are saying |  |  |  |  |
| 2. Encourages ideas and opinions even when they differ from his/her own |  |  |  |  |
| 3. Works towards solutions and compromises that are acceptable to all involved |  |  |  |  |
| 4. Shares credit for success with others |  |  |  |  |
| 5. Cooperates with others |  |  |  |  |
| 6. Encourages participation among all participants |  |  |  |  |
| 7. Shares information with others |  |  |  |  |
| 8. Reinforces the contributions of others |  |  |  |  |
| 9. Involves others in decisions that affect them |  |  |  |  |
| 10. Encourages others to express their views even when they are contrary to his/her own |  |  |  |  |
| **Average Grade (Maximum 5)** | | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations (0-2)** | **Meet Expectations (3)** | **Exceed Expectations (4-5)** |
| **Total Students by Category** (Based on Average score across all traits) |  |  |  |

**COMMENTS:**

**REMEDIAL ACTIONS:**

9. Indirect Measurements

**Indirect measurements** Indirect measurements will be taken at periodic intervals. Depending on the measurement chosen, a diagnostic tool will be selected for analysis.

The indirect measure utilized is exit interviews. The interview was structured with representative team members. The structured interview gathered information about the representatives’ key teamwork behaviors and communication skills. The team member representatives’ responses were subjected to a content analysis to identify underlying themes.

Multiple courses in the BSB program rely on teams to complete collaborative assignments, so understanding effective interaction in teams utilizing exist interviews is one key indirect measure to grasping team success. One key goal of the exit interview is to help shed light on whether students understood how they can contribute to the team in terms of ***task management* and *relationship management behaviors*,** which relate to AOL goal 2 - effective interaction in teams. Several specific task and relationship management behaviors relate to AOL goal 3, too, including demonstrating creative, and innovative thinking. The feedback from the indirect exit survey provides additional information on what effective interaction in team behaviors the students still ought to improve to become more effective team members.

Additionally, numerous courses in the BSB program rely on effective oral and written communication, so understanding communication in writing and presentation delivery utilizing the exit interview is a major indirect measure to grasping effective communication, both written and oral. A major objective of the exit interview is to help unveil whether the scholars understood how to boost their effectiveness in **written and oral presentation delivery**, which relates to AOL goal 1. The feedback from the indirect exit survey provides additional information on what communicating effectively in written and oral communication activities the scholars still should improve to become more effective communicators.

10. Competencies

There are **particular competencies** that are needed in teamwork that the BSB program attended to. The competencies that are targeted are task management skills and relationship management skills, as part of AOL goal 2. **Task management** skills include: clarifying roles and responsibilities of others; suggesting new approaches to solving problems; defining task priorities for work sessions and or projects. **Relationship management** skills include: working towards solutions and compromises that are acceptable to all involved; reinforcing the contributions of others; and encouraging ideas and opinions even when they differ from his/her own.

There are also **particular competencies** that are needed for communication that the BSB program attended to. The competencies targeted are communicating in writing and presentation delivery, as part of AOL goal 1. **Writing** skills include: using structure to provide a forecast and build the paper's conclusions; spelling and word choice are fault-free, using Grammarly; ideas are created and explained using examples. **Oral presentation** skills include: Providing the audience with an overview and section transition guidance; conveying enthusiasm for the topic; maintaining eye contact with the audience; using clear slides with a reasonable amount of material per slide and illustrations/ graphics; remaining within time limits, and providing organized responses.

11. Engagement, Innovation, and Impact

***Engagement* - Documenting engagement activities during 2021 – 2022; 2022-2023, 2023-2024**

Course: - BT 330 – Social Psychology and Org. Behavior

1. Faculty posted to Canvas a **range of media** to enhance learning, e.g., videos, Zoom lecture recordings, as well as HBR articles that relate to class topics discussed which the students are encouraged to review after class.

*Assessment: Students were asked to respond to simple questions that draw on the content of the clips, lecture recordings and article readings.*

|  |  |  |
| --- | --- | --- |
| 2021-22 | Percent of students with correct responses | 91 percent. |
| 2022-23 | Percent of students with correct responses | 93 percent. |
| 2023-24 | Percent of students with correct responses | 95 percent. |

2. Students were encouraged to complete a variety of **self-assessments** provided by the instructor that relate to teamwork and collaborating with others. Class discussions drew on the students’ survey results.

*Assessment*:

|  |  |  |
| --- | --- | --- |
| 2021-22 | Percent of students completing the assessments | 96 percent. |
| 2022-23 | Percent of students completing the assessments | 97 percent. |
| 2023-24 | Percent of students completing the assessments | 97 percent. |

3. Faculty **created shared space** to encourage dissemination of ideas on Canvas after class:  The instructor posted a question that classmates were expected to comment and reflect on - to promote discussion beyond the interaction during class.

*Assessment*: the percent of students participating in the discussion was measured.

|  |  |  |
| --- | --- | --- |
| 2021-22 | Percent of students participating in the virtual discussion | 89 percent. |
| 2022-23 | Percent of students participating in the virtual discussion | 91 percent. |
| 2023-24 | Percent of students participating in the virtual discussion | 92 percent. |

4. The permanent class teams were provided a **collaborative weekly assignment** to address and submit. The instructor provided direct weekly feedback to the team during the week.

Assessment: overall grade.

|  |  |  |
| --- | --- | --- |
| 2021-22 | Percent of student teams achieving a grade of at least 85 | 97 percent. |
| 2022-23 | Percent of student teams achieving a grade of at least 85 | 97.5 percent. |
| 2023-24 | Percent of student teams achieving a grade of at least 85 | 97.5 percent. |

5. The faculty implemented **role plays** to engage students. For example, with the topic of teamwork: each person was assigned a role in groups of 6, the participants learn their roles, prepare for a meeting, and then have an interaction and play their assigned role. Following that, students fill out a behavioral rubric about their fellow members’ teamwork behaviors so the partner can gauge what behaviors were illustrated and what can be improved.

Assessment: self-reflection on task oriented, relationship oriented and blocking behaviors.

|  |  |  |
| --- | --- | --- |
| 2021-22 | Percent of student teams identifying task-oriented behaviors | 93 percent. |
| 2021-22 | Percent of student teams identifying relationship-oriented behaviors | 93 percent. |

|  |  |  |
| --- | --- | --- |
| 2022-23 | Percent of student teams identifying task-oriented behaviors | 94 percent. |
| 2022-23 | Percent of student teams identifying relationship-oriented behaviors | 94 percent. |

|  |  |  |
| --- | --- | --- |
| 2023-24 | Percent of student teams identifying task-oriented behaviors | 94 percent. |
| 2023-24 | Percent of student teams identifying relationship-oriented behaviors | 94 percent. |

***Innovation.*** The faculty implemented novel **role plays** during class to illustrate class topics. For example, with the topic of teamwork: each person was assigned a role in groups of 6, the participants learns their roles, prepare for a meeting, and then have an interaction and play their assigned role. Following that, students fill out a behavioral rubric about their fellow members’ teamwork behaviors so the partner can gauge what behaviors were illustrated and what can be improved.

Assessment: self-reflection on task oriented, relationship oriented and blocking behaviors.

|  |  |
| --- | --- |
| Percent of students identifying task-oriented behaviors | 93 |
| Percent of students identifying relationship-oriented behaviors | 93 |

***Impact*.** *In the following sections, we illustrate how our BS business program students make a difference and have an impact in practice across several areas* below*.* The sections below also demonstrate how the BS Business helps prepare learners for meaningful professional, societal, and personal lives.

Business & Technology major, for instance, infuses technology and analytics into a broad and flexible management education, empowering students to immediately create impact in any industry. Students select a business concentration in one of five areas — finance, marketing, information systems, economics or international business. Technology training is reinforced through a separate concentration that trains students in highly specialized areas using curriculum outside the business school in a number of fields, from engineering and science to humanities. Examples of the technology concentrations include Computer Science, Biotechnology and Green Technology.

Students who major in Marketing Innovation & Analytics graduate able to bring a results-driven, creative approach to traditional and new media campaigns, and will understand how to apply analytical methods to track and ensure success. Big Data has given marketers a limitless wealth of information into the habits and behaviors of their customers, and social media and mobile communications mean messages can be targeted to specific people at specific places during specific times. But to capitalize on those advantages, you need to be able to interpret all that data to create actionable strategy — a specialty at Stevens. Here, students experiment directly and gain expertise with these tools to create and manage campaigns, and use analytics to adjust strategies based on audience behavior.

Additionally, in the **IS** major, students develop new computer science and programming talents and learn to build and deploy technologies like mobile apps. At the same time, they refine a core set of business and communication skills to ensure they are capable of working effectively in teams and making smart strategic recommendations to managers and executives. Students who complete the Information Systems major at Stevens are well positioned to communicate with both the front and back offices of their companies, making them an invaluable resource as companies continue to expand their digital footprints.

The education offered in the Management program makes this a suitable degree for students with a general interest in business and management who are looking for exposure to a variety of industry categories to help them understand where their interests lie and how to take leadership roles in such fields. The program also enables students to also benefit from a flexible curriculum that gives the students insight on global leadership, project management, entrepreneurship and beyond. Common careers include business analyst, management consultant and project manager, to mention just a few.

The School of Business offers Stevens undergraduate students a variety of business minors designed to help them further diversify their studies, and to complement the technical and arts learning offered in the university's other schools. These minors also are available to students pursuing a business major who are interested in exploring another potential field of professional interest.

The Bachelor of Science in Business Program invests great effort to address the significance of Business Ethics, which is implicitly addressed in many classes. All students in the BS in Business are continuing to take an ethics Module. Another thread that runs through the BSB Program is global considerations, detailed in sections 5 and 6.

Based on goal 1 (oral and written communication) assessments and other feedback, all students continue to take a business writing course, which has been improved and perfected by the School of Humanities, Arts and Social Sciences.This continues to provide BSB students with a strong foundation they then work and nurture during the course of the curriculum. Associated with AOL goal 3 (students will be able to formulate and articulate plans to align business and IT), 5 courses in the Frontiers of Technology were introduced, and a new course on the Future of Work in the Age of AI was introduced as well.

Based on goal 2 (effective teamwork) and other feedback, we persisted to fine-tune the “practice core” courses that focus on team projects that challenge students to solve real-world problems that are cross-functional in nature. For example, in two classes, students work on a project their entire senior year in which they have the option to either be matched up with an actual company as their “client” or work on a start-up business. All projects have an underlying business problem that needs solving. Projects culminate in group presentations as part of a campus-wide Innovation Day. In several of the courses, students continue to center on performing strategic due diligence analyses and strategic planning for large public firms. In a different course, students learn about identifying market opportunities.