Stevens Institute of Technology

School of Business

**AACSB  
ASSURANCE OF LEARNING PLAN**

**Graduate Management Program:**

**Master of Business Administration**

**(MBA)**

July 12, 2024

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# 1. INTRODUCTION AND OVERVIEW OF MBA DEGREE

This innovative 39-48 credit **MBA** prepares leaders to succeed by developing skills in technology and analytics. Our MBA courses feature applied exercises that prepare students to serve as leaders who are capable of making fast, data-supported decisions. MBA coursework emphasizes collaboration through group projects and presentations and develops student creativity and critical thinking skills through the incorporation of new analytical tools and the latest research insights.

# 2. OVERVIEW OF MBA ASSURANCE OF LEARNING PLAN

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|  |  |  |
| --- | --- | --- |
|  | **Credits** | **Courses** |
| **MBA** | 39-48 | 13-16\* |

*\*There is an additional 0 credit course, MGT 808 Fundamentals of Consulting, which is a capstone prep course.*

**School of Business Vision**

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

**MBA program Vision**

We will be leaders in the creation and dissemination of knowledge that drives successful innovation in products, processes and services.

**MBA Competency goals**

The Competency goals for the MBA program are listed in Table 1.

**Table 1: Graduate MBA Competency goals**

|  |
| --- |
| **MBA Program Competency goals** |
| MBA - 1. Students can communicate effectively in written and oral presentations. |
| MBA - 2. Students can interact effectively in teams. |
| MBA - 3. Students will be able to develop and analyze descriptive, predictive, and prescriptive models using software tools to aid in decision-making. |
| MBA - 4. Students will be able to effectively utilize analytic problem-solving skills. |

# 3. MBA ASSURANCE OF LEARNING ASSESSMENT PLAN

**Table 2: MBA Assurance of Learning Assessment Plan - Goals 1 through 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COMPETENCY GOAL** | **Where Measured** | **When measured?** | **Sampling** | **Measuring & Validation Plan** | **Criterion** |
| MBA - 1. Students can communicate effectively in written and oral presentations. | Embedded in design assignment in all required courses. Also:  ***EMT 635:***  ***Managerial Judgment & Decision Making*** is the course of assessment for written communication.  ***MGT 641 Marketing Management***,is the course of assessment for verbal communication and presentation. | Every semester | All students in course(s) | Each student in *MGT 635 Managerial Judgment and Decision Making* will produce two copies of a 4-page essay that is specified by the instructor and used also as part of the normal course requirements.  In the course *MGT 641 Marketing Management,* Each student team makes a formal presentation at the end of the course on the results of a simulation. | Students who score below (20) will be referred to Stevens tutoring and will be required to complete MGT 897 Technical Writing Webinar Series. |
| MBA - 2. Students can interact effectively in teams. | ***MGT 699 Strategic Management*** | Every semester | All students in course | Student groups in *MGT 699* work in teams throughout the semester. The studentswill be assessed at the end of the semester, for effective team interaction using self and peer evaluations, similar to a 360 degree feedback. | The criterion for this assessment is that 85 % of students get a grade of at least good on the rubric. |
| MBA - 3. Students will be able to develop and analyze descriptive, predictive, and prescriptive models using software tools to aid in decision-making. | ***BIA 600 Business Analytics: Data, Models & Decisions*** | Every semester | All students in course | Trait 1 : Midterm Exam (Multiple choice, open-ended questions)  Trait 2: Final Exam (Multiple-choice, open-ended questions)  Trait 3: Final Project (Students might select data set, or there is a predefined data set to use from Kaggle or Our world in data or other public source) | Maximum score 100  Maximum Score 100  Maximum Score 100 |
| MBA - 4. Students will be able to effectively utilize analytic problem-solving skills. | ***EMT 715/MGT 699 Strategic Management*** | Every semester | All students in course | Students work, both in teams and individually. This two-track approach allows developing analytical proficiency at an individual and group level. The evaluation of exercises combines analytical skills as well as the capacity to integrate different analysis from different points of view. The outcome is a complete strategic plan for a company that is elaborated by groups where each member presents a randomly assigned aspect of the strategic plan. Also, each member has to present in public part of the strategic plan of a company and answer different questions.  The Final Direct Measure of the different traits will be made in the final presentations of the different groups. | Remedial action will be taken if the score on the associated rubric falls below 50 percentage points. |

# 4. MBA CURRICULUM ALIGNMENT MAP

**Table 3: MBA Curriculum Alignment Map Fall 2023**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MBA Courses** | MBA - 1. Students can communicate effectively in written and oral presentations. | MBA - 2. Students can interact effectively in teams. | MBA - 3. Students will be able to develop and analyze descriptive, predictive, and prescriptive models using software tools to aid in decision-making. | MBA - 4. Students will be able to effectively utilize analytic problem-solving skills. |
| **FIN 500** Financial and Managerial Accounting |  |  | Utilize Excel formulas and models pertaining to present value concepts for purposes of valuing assets and making appropriate business decisions. | There is extensive use of analytic thinking in this course. Analyzing accounts and costs is critical to mastering the material. Additionally, there is considerable time spent on using financial information and reports to ascertain performance, determine operational costs and pricing and the process of investment decision making. |
| **FIN 523** Financial Management |  |  |  | Students are taught the fundamentals of finance and are provided with essential tools for financial decision making. decisions. Topics include: how financial managers function; liquidity vs. profitability; risk vs. return; bond and stock valuation; capital budgeting.” |
| **MGT 506** Economics for Managers | Student teams present two case studies (in microeconomics) and one project (in macroeconomics) to the class. | The class is divided into four groups/teams, each of which must analyze and present case studies to the class as well as a project. |  | Students are required to describe the causes and effects of key analytical concepts, including elasticities and macroeconomic relationships. Students are required to analyze strengths and weaknesses of alternative market structures (completive, monopoly, oligopoly, monopolistic competition) |
| **MGT 612** Leader Development | Students must prepare two papers. The skills analysis paper requires that they integrate personal assessment data with course theories, principles and concepts in order analyze their leadership skills and create plans for developing. The second paper is a Development plan report in which they must report on their development progress in relation to goals they established | This course relies heavily upon experiential and collaborative learning models to help people develop skills in relation to influencing, conflict management, interpersonal communication and team leadership in general. It' focuses most specifically on how those team skills apply to the role of a project manager which typically requires people to rely heavily upon their ability to influence without formal authority |  | This course includes a module that introduces principles of collaborative innovation and creative problem solving. We examine how such processes and behaviors need to be driven and supported by a project manager. This includes understanding how they are used in more creative design projects on the one hand and on the other, to ensure that even under more routine circumstances project challenges and problem statements are focused on the most relevant issues and opportunities |
| **MGT 699** Strategic Management | Each student writes 2 case memos that include an analysis of a business case discussed in class. Student teams also give a presentation at the end of the course on their chosen firm's strategy along with a detailed written report. | Students work together in teams throughout the course to create a technology strategy for their chosen company. At the end of the course, students evaluate their teammates' contributions to the team assignments. This evaluation is factored into the final grade. | Students develop an understanding of technology as one of the principal elements of a firm's external environment. | In addition to their work in teams, MGT 699 requires students to analyze and resolve complex business situations individually. 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. |
| **MGT 641** Marketing Management | 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 | 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 635** Managerial Judgment and Decision-Making | Students develop and present original case studies of major decisions in class, which incorporate some of the major issues covered in the course, and demonstrate their understanding of the principles of judgment and decision-making. | Students both analyze and practice decision-making using realistic case studies and role-playing exercises. The cases and exercises allow students to demonstrate understanding of influences on judgment and decision-making and how effective decisions are made by individuals and groups. |  | Students apply models to make decisions under uncertainty and crisis; Students; Students analyze decisions from a statistical and rational model perspective; learn how bounded rationality and satisficing affect managerial decisions; practice applying principles of negotiation. |
| **MGT 663** Discovering & Exploiting Entrepreneurial Opportunities | Every student must present in a two-minute pitch a self-developed business idea. Students are also required to develop and write an effective business plan. | Students work together in teams on a final project that will be presented by the students. | Value creation is a fundamental topic in the class and students are requested to develop individually business ideas that could be based on the exploitation of technologies. | Objectives: Students will identify and recognize and evaluate viable business opportunities. Students are required to individually develop three business ideas that will be evaluated by the whole class with a questionnaire. Each idea will also be evaluated by the course instructor. |

**5. Ethics Thread Fall 2023**

The following table shows the MBA courses where ethics is explicitly addressed.

|  |  |
| --- | --- |
| **FIN 500**  **Financial & Managerial Accounting** | Short cases are discussed on ethical issues in financial reporting. Students identify stakeholders impacted by the decisions taken and suggest alternative course of action. |
| **MGT 699 Strategic Management** | 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. |
| **MGT 635 Managerial Judgment & Decision Making** | The course covers fairness in decision-making, drawing the distinctions among distributive, procedural, and interactional justice (using compensation decisions as an example).  Second, it includes discussion on bounded ethicality, which is the idea that many unethical decisions can arise due to biases that are outside of our conscious awareness.  To reinforce this concept, students complete an implicit association test, which reveals biases that are the ‘thumbprint of our culture’ despite our explicit desire to avoid such biases. |
| **MGT 612 Leading Development** | Students learn about principles of ethical leadership and how they relate to transformational and charismatic influence |

**6. Global Thread – Fall 2023**

**Following is a chart that maps our courses to global coverage using the legend below.**

**Legend**

 – Entirely Global Content

 – Significant parts are global

 – Some global content

|  |  |  |
| --- | --- | --- |
| **Course** | **Legend** | **Notes** |
| **MGT 612**  **Leading Development** |  | Students are exposed to models of personal, organizational, and cultural values |
| **FIN 500**  **Financial & Managerial Accounting** |  | The course covers a comparison of U.S. general accepted accounting principles (GAAP) and International Financial Reporting standards. |
| **MGT 699 Strategic Management** |  | 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. |
| **MGT 641**  **Marketing Management** |  | Students compete in a computer simulation that simulates a global marketplace including the U.S., UK and China markets. |
| **MGT 506**  **Economics for Managers** |  | The course examines United States fiscal and monetary policies including their effects on the international markets. |
| **MGT 657**  **Operations Management** |  | Part of the course studies the structure and operation of global supply chain networks. Furthermore, it explores how operations influence sustainability and how sustainable thinking can influence operations management based on the triple "people-planet-profit". |

# 7. MBA CORE COMPETENCIES, OBJECTIVES AND RUBRICS

**MBA COMPETENCY GOAL #1**

|  |  |
| --- | --- |
| 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 |

**RUBRIC – MBA Competency goal #1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MBA – 1**  **Communicate effectively in writing and oral presentations** | | | | | |
| **Objective 1:** *Students will be 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 – 19; Meets: 20-29; Exceeds: 30-40** | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MBA - 1**  **Communicate effectively in both written and oral presentations.** | | | | | |
| **Objective 2:** *Students will be 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 | 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, uses time to good effect. |  |
| 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** | | | **Total Score** |  |

**MBA COMPETENCY GOAL #2 – Objectives and Traits**

|  |
| --- |
| Competency goal 2: Students can interact effectively in teams. |

|  |  |
| --- | --- |
| **Objective 1:** *Students will be able to facilitate task accomplishment within the context of project teams.* | |
| **Traits** |  |
| Trait 1: | Anticipates problems and develops contingency plans |
| Trait 2: | Recognizes interrelationships among problems and issues |
| Trait 3: | Suggests new approaches to solving problems |
| Trait 4: | Organizes information into meaningful categories |
| Trait 5: | Helps others to draw conclusions from the facts |
| Trait 6: | Defines task priorities for work sessions and or overall projects |
| Trait 7: | Ensures that goals are understood by all |
| Trait 8: | Clarifies roles and responsibilities of others |
| Trait 9: | Reviews progress throughout work sessions/life of a project |
| Trait 10: | Summarizes the team's position on issues |
| **Objective 2:** *Students will be able to facilitate relationship building within the context of project teams.* | |
| **Traits** |  |
| Trait 1: | Conveys interest in what others are saying |
| Trait 2: | Encourages ideas and opinions even when they differ from his/her own |
| Trait 3: | Works towards solutions and compromises that are acceptable to all involved |
| Trait 4: | Shares credit for success with others |
| Trait 5: | Cooperates with others |
| Trait 6: | Encourages participation among all participants |
| Trait 7: | Shares information with others |
| Trait 8: | Reinforces the contributions of others |
| Trait 9: | Involves others in decisions that affect them |
| Trait 10: | Encourages others to express their views even when they are contrary to his/her own |

# RUBRIC – MBA Competency goal #2

**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. |

**MBA COMPETENCY GOAL #3: Objectives & Traits**

|  |  |
| --- | --- |
| Competency goal 3: Students will be able to develop and analyze descriptive, predictive, and prescriptive models using software tools to aid in decision-making. | |
| Objective 1: *Students demonstrate disciplinary understanding of the key business analytic techniques and methods used in data management and data mining, process analytics and optimization, as well as multivariate analysis.* | |
| Traits |  |
| Trait 1: | Develop decision models using descriptive and predictive tools (areas of interest are Descriptive statistics, probability distributions, sampling methodologies, correlation and other techniques.) |
| Trait 2: | Develop decision models using predictive and prescriptive tools (optimization modeling, machine learning methodologies, decision analysis, inference, forecasting methodologies, regression analysis) |
| Trait 3: | Use data sets and develop visualizations and dashboards and stories. Using the dashboards develop a set of insights |

# RUBRIC – MBA Competency goal #3

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **MBA COMPETENCY GOAL - 3: RUBRIC 1** | | | |  | |
| **MBA - 3** | Students understand and can apply a broad range of business analytic techniques including optimization, conceptual data modeling, data warehousing and data mining. | | | | | |
| **Objective 1** | *Students demonstrate disciplinary understanding of the key business analytic techniques and methods used in data management and data mining, process analytics and optimization, as well as multivariate analysis.* | | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | | **Score** |
|  | **Value** | **0 – 59** | **60 - 79** | **80 - 100** | |  |
| Trait 1: | The student demonstrates an understanding of descriptive and predictive techniques | Limited command of business analytic techniques used in this area | Good command of business analytic techniques used in this area | Strong command of business analytic techniques used in this area | | 100 |
| Trait 2: | The student demonstrates an understanding predictive and prescriptive techniques | Limited command of business analytic techniques used in this area | Good command of business analytic techniques used in this area | Strong command of business analytic techniques used in this area | | 100 |
| Trait 3: | The student demonstrates an ability in using Tableau Software  (Load data , develop Visualizations | Limited command of developing Dashboards and Stories | Good command of Developing Dashboards and Stories. Develop insights using Regression, Correlation and other methodologies | Strong command of business analytic techniques used in this area. Ability to explain the insights in an oral presentation | | 100 |

**Criterion: Score below 59 is “below expectations” ; between 60 and 79 is “meets expectations” ; and greater than 80 is “exceeds expectations”.**

**MBA COMPETENCY GOAL # 4: Objectives and Traits**

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| --- |
| Competency goal 4: Our students will be able to effectively utilize analytic problem solving skills. |

|  |  |
| --- | --- |
| **Objective :** *Students will demonstrate competency in using an analytical problem-solving approach to solving complex problems.* | |
| **Competencies** |  |
| **1** | Adopt a **long-term view** in the proposal of solutions to analytical problems on strategic issues |
| **2** | Formulate proposals in which the different elements of the solution show **consistency** among them |
| **3** | **Integration** of different sources of information to expand the decision set to find the best solution to each analytical problem |
| **4** | Find solutions that are **realistic** and can be **implemented** (common sense). |
| **Traits** |  |
| Trait 1: | **A**nalysis of the Problem |
| Trait 2: | **F**ormulation and integration of Alternatives |
| Trait 3: | **I**mplementation of recommendations |
|  |  |

# RUBRIC – MBA Goal 4

**Objective :** *Students will demonstrate* ***competency*** *in using an analytical problem solving approach to solve complex problems.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Trait** | **Expectation** | **Poor** | **Good** | **Excellent** |
|  | **Value** |  | **0** | **5** | **10** |
| Trait 1: | **A**nalysis of the problem | A precise problem statement demonstrates the ability to synthesize diverse contextual information and identify the root problem that can solve the diverse and apparently different issues (symptoms) connected to this problem. | The problem statement is unclear or unfocused. Symptom or causes of the problem are included as part of the problem statement. The problem statement is simply a disguised solution. | The problem statement is focused on the root problem, not just symptoms. The problem statement is not simply a disguised solution. However, it is very long and does not explicitly capture the core issue. | The problem statement is focused on the root problem, not just symptoms. The problem statement is not simply a disguised solution. The problem statement explicitly states the problem in one or two sentences. The problem statement provides a specific focus or goal as well as connections with other problems within the firm |
| Trait 2: | **F**ormulation and Integration of Alternatives | Large number of distinct alternatives raises the likelihood that one or more of these alternatives will be able to solve the problem in a cost-efficient and timely manner. Such formulation should be the outcome of an integration task among different analysis conducted | Only one obvious alternative to the problem is identified. Solutions generated provide only piecemeal solutions to the problem.  Solutions generated are only vaguely related to the root causes of the problem identified in the problem analysis. | More than one alternative is generated that addresses the problem. They include obvious and not-so-obvious options, most of which are impractical. 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). There is no clear integration efforts among different analysis | More than one alternative is generated that addresses the problem. They include obvious as well as highly creative solutions that offer innovative yet practical options to resolve 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). There is a rigorous integration of the different analysis in a unified framework. |
| Trait 3: | **I**mplementation of Recommendations | A remedial solution has to structure the identified alternatives into a comprehensive whole that not only eliminates redundancy but also ensures the optimal combination of choices that can effectively address the problem and implement efficiently a solution with minimum frictions. | No evaluation criteria are identified. Alternatives are evaluated against vague criteria or none at all. The recommendation is selected on an ad-hoc basis. There is no explicit implementation plan. | The criteria by which alternatives will be evaluated are explicitly stated. The criteria are directly tied to the problem analysis and clearly communicate the characteristics of an effective solution. The final recommendations emerge naturally from the criteria and demonstrate realistic solutions to the problem. There is no system or a weakly designed system that monitors the implementation of the solution. | The criteria by which alternatives will be evaluated are explicitly stated. The criteria are directly tied to the problem analysis and clearly communicate the characteristics of an effective solution. The pros and cons of each alternative relative to these criteria are explicitly stated with a probabilistic approach. Both short-term and long-term consequences of each alternative are evaluated. The final recommendations emerge naturally from the criteria and demonstrate highly innovative and realistic solutions to the problem. A strong system for monitoring progress as part of an implementation plan toward the solution is established. |

**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.

**RESULTS OF AACSB COMPETENCY GOAL DIRECT ASSESSMENT**

**Results for Fall 2022 will appears by competency goal (in a separate file sent to Director AOL) for example:**

*Students can communicate effectively in written and oral presentations.*

**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 & COURSE:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **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) | |  | |  |  |
| **Students meeting or exceeding expectations:** | |  | | |

**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 & COURSE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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) | |  | |  |  | |
| **Students meeting or exceeding expectations:** | |  | | |

**COMMENTS:**

**REMEDIAL ACTIONS:**

**COMPETENCY GOAL # 3**:

Our students will be able to develop and analyze descriptive, predictive, and prescriptive models using software tools.

**ASSESSMENT DATE**: **ASSESSOR**:

**NO. OF STUDENTS & COURSE**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Number of Students | | |  |
| Competency goal Traits | Not Meet Expectations | Meet Expectat-ions | Exceed Expectations | **Avg. Grade on Trait** |
| 1. The student demonstrates an understanding of descriptive and predictive techniques |  |  |  |  |
| 1. The student demonstrates an understanding predictive and prescriptive techniques |  |  |  |  |
| 1. The student demonstrates an ability in using Tableau Software   (Load data , develop Visualizations ) |  |  |  |  |
| **Average Grade (Maximum 10)** | | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category** *(Based on Average score across all traits)* |  |  |  |
| **Students meeting or exceeding expectations:** | |  | |

**COMMENTS**:

**REMEDIAL ACTIONS**:

**COMPETENCY GOAL # 4:**

*Our students will be able to effectively utilize analytic problem solving skills.*

**ASSESSMENT DATE**: **ASSESSOR**:

**NO. OF STUDENTS & COURSE**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Number of Teams | | |  |
| Competency goal Traits | Not Meet Expectat-ions (Poor) | Meet Expectat-ions (Good) | Exceed Expectat-ions (Excellent) | **Avg. Grade on Trait** |
| 1: **A**nalysis of the Problem Statement |  |  |  |  |
| 2: **F**ormulation and Integration of Alternatives |  |  |  |  |
| 3: Recommendation & **I**mplementation |  |  |  |  |
| **Average Grade (Maximum 10)** | | | |  |

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

**COMMENTS:**

**REMEDIAL ACTIONS:**

9. Competencies

|  |  |
| --- | --- |
| Competency Goal | Competencies |
| MBA - 1.  Students can communicate effectively in written and oral presentations. | The specific communication **competencies** that are related to this competency goal fall into two broad categories – those that apply to written communication and those that apply to oral communication.  Written communication competencies include: logic flow and organization, grammar & sentence structure, syntax, idea development  Verbal communication competencies include: clear articulation of ideas, presentation capability and confidence, appropriate use of visual aides, transitions, time management, and ability to engage the audience |
| MBA - 2. Students can interact effectively in teams. | There are **specific competencies** that are needed in teamwork that this goal will address. 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. |
| MBA - 3. Our students will be able to develop and analyze descriptive, predictive, and prescriptive models using software tools to aid in decision-making | Students must develop and analyze descriptive, predictive, and prescriptive models using software tools such as  Microsoft Excel and Tableau Desktop. |
| MBA - 4. Our students will be able to effectively utilize analytic problem solving skills. | This competency goal requires students to solve real and complex problems involving organization strategy issues using a structured problem solving approach that we call Analysis Formulation and Implementation (**AFI**) approach.   1. Identify the Problem (**A**nalysis**)** 2. Evaluate Alternatives (**F**ormulation) in a coordinated way with teammates 3. Develop and Implement Recommendation (**I**mplementation)   The students should follow the **AFI** framework to deal with real business situations. The problem solving approach is generic but it is flexible enough to be applied to any complex situation where multiple alternatives may satisfy the solution set. This framework also allows considering different competing alternatives coming from different points of view and deciding amongst them based on their effectiveness. Students are assessed on their ability to understand the most critical issue that needs attention (Problem **A**nalysis), evaluate amongst the given alternatives contingent on different scenarios and points of view (**F**ormulate Alternatives), and structure a mix of alternates to identify the solution that most effectively addresses the problem and implement this solution (Recommendation & Implementation). |

10. Indirect Measurements

We will conduct a survey of recent graduates to obtain their perspective on the extent to which their studies helped them develop in relation to all four MBA Competency goals. For each goal, we will pose three questions focusing on graduates’ knowledge and skills efficacy/confidence and two open ended questions will ask them to describe the ways in which what they learned are relevant to their current work and activities. We anticipate surveying 10-20 graduates. We expect the questions asked to evolve over time.

|  |  |
| --- | --- |
| Competency Goal | Indirect Measurements |
| MBA - 5.  Students can communicate effectively in written and oral presentations. | We will conduct a survey of recent graduates to obtain their perspective on the extent to which their studies helped them develop in relation to all four MBA Competency goals. For each goal, we will pose three questions focusing on graduates’ knowledge and skills efficacy/confidence and two open ended questions will ask them to describe the ways in which what they learned are relevant to their current work and activities. We anticipate surveying 10-20 graduates. We expect the questions asked to evolve over time. |
| MBA - 6. Students can interact effectively in teams. | Indirect measurements will be taken at periodic intervals. Depending on the measurement chosen, a diagnostic tool will be selected for analysis. One possibility is interviews. The interview will be structured, with representative team members. The structured interview will gather information about the key competencies. The responses will be subjected to a content analysis. Another option for the future is employer/supervisor feedback about the students’ teamwork skills.  Additionally, we will conduct a survey of recent graduates to obtain their perspective on the extent to which their studies helped them develop in relation to all four MBA Competency goals. For each goal, we will pose three questions focusing on graduates’ knowledge and skills efficacy/confidence and two open ended questions will ask them to describe the ways in which what they learned are relevant to their current work and activities. We anticipate surveying 10-20 graduates. We expect the questions asked to evolve over time. |
| MBA - 7. Our students will be able to develop and analyze descriptive, predictive, and prescriptive models using software tools to aid in decision-making | We will conduct a survey of recent graduates to obtain their perspective on the extent to which their studies helped them develop in relation to all four MBA Competency goals. For each goal, we will pose three questions focusing on graduates’ knowledge and skills efficacy/confidence and two open ended questions will ask them to describe the ways in which what they learned are relevant to their current work and activities. We anticipate surveying 10-20 graduates. We expect the questions asked to evolve over time. |
| MBA - 8. Our students will be able to effectively utilize analytic problem solving skills. | Indirect measures will only be used in case of the score associated of a rubric in the mid-term evaluations falls below 50 percentage points  The indirect measures will be based on a Survey conducted to the employers of recent graduates to get their feedback over the analytical skills acquired in the Competency goal #4. There will be two types of questions: First, questions related to confidence in graduates/employees analytical skills and their capacity of combining different analysis/points of view. Second, questions to describe the ways in which such analytical skills have had a significant impact on the organization. It is important to highlight that these questions will be asked in comparison to graduates/ employees coming from peer institutions  Possible questions to cover both objectives are listed below (We anticipate surveying 10-20 graduates. We expect the questions asked to evolve over time)  Efficacy (1-5 Likert scale agree /disagree). In comparison to graduates / employees from peer institutions.   * This program studies provided employees with opportunities to develop significant analytical skills in group as well as being part of a team of analysts. * Because of these studies and assignments of the program, the analytical skills developed, whether individually or within a group, have improved significantly. * The feedback received from the program is very updated and other candidate of the same institution should be considered     Relevance + Application (open ended questions)   * Focus on a situation that required the analytical skills developed to solve a problem (answers in comparison to graduates / employees from peer institutions)   + What was the situation   + What are the first taken by the graduate/employee?   + Did s/he understand the problem?   + What the outcome was?   + Was it important to analyze the problem as a team? * When it comes to analytical skills at an *individual level*, the graduate / employee would have benefited from more opportunities to learn about or do the following (answers in comparison to graduates / employees from peer institutions) * When it comes to analytical skills at a *group level*, the graduate / employee would have benefited from more opportunities to learn about or do the following (answers in comparison to graduates / employees from peer institutions).   Additionally, we will conduct a survey of recent graduates to obtain their perspective on the extent to which their studies helped them develop in relation to all four MBA Competency goals. For each goal, we will pose three questions focusing on graduates’ knowledge and skills efficacy/confidence and two open ended questions will ask them to describe the ways in which what they learned are relevant to their current work and activities. We anticipate surveying 10-20 graduates. We expect the questions asked to evolve over time. |

11. Engagement, Innovation, and Impact

# We’ve outlined below specific curriculum changes, adaptations, and innovations influenced by AOL competency goals:

|  |  |
| --- | --- |
| **1** | Added in-class working sessions for team presentations. This allowed instructor coaching on each group’s content and delivery. (MGT 612) |
| **2** | Added new course which introduces students to fundamental soft skills, work techniques and technologies employed by management consultants. The course is aimed to improve the student’s ability to present analyses of issues and organizational problems in a concise, accurate, clear and interesting manner from the perspective of a consultant. (MGT 808) |
| **3** | Case study content was contemporized in the following courses: MGT 506 and MGT 612. |
| **4** | Incorporated a group simulation exercise which exposed students to real-time decision-making. This helped students practice collaboration and strategic thinking. (MGT 699) |

# We’ve outlined below structural changes, adaptations, and innovations influenced by internal and external motivators:

|  |  |
| --- | --- |
| 1 | Graduate Management Program implemented a new mentorship program. This program matches students with a professional mentor in their industry of interest. The mentorship program aims to help students become more familiar with their industry of interest and broaden their understanding of the professional opportunities available. Via monthly meetings, mentors are expected to guide students through the job search process and advise best practices to position themselves and articulate their value to future employers. |
| 2 | Proposed updates to full-time MBA/Analytics MBA program structure, offerings, and resources/support. This would help better serve the full-time student population, offering more opportunities to develop key skills, learn from industry professionals and other key players, and receive individualized career preparation and placement support. |