Stevens Institute of Technology

School of Business

**AACSB**

**ASSURANCE OF LEARNING PLAN**

**Master of Science in Technology Management for Experienced Professionals**

**&**

**Executive Masters in Business Administration**

**(MSTM/EMBA)**

August 14, 2019

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

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| --- | --- | --- |
|  | **Credits** | **Courses** |
| **MSTM / *EMBA* Degree Requirements** | 30/***48*** | 12/***16*** |

**School of Business and MSTM/EMBA Vision Statements**

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

**Master of Science in Technology Management\* for Experienced Professionals (MSTM) Mission:**To provide experienced professionals working in technology-based organizations and companies with the skills, knowledge and leadership capabilities needed to manage both business and technology effectively to achieve business success in today's global competitive environment

\* The program was restructured to a 30-credit program which includes a change in name of the program from Master of Technology Management for experienced professionals (MTM) to Master of Science in Technology Management for experienced professionals (MSTM).

**MSTM/EMBA Learning Goals**

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

**Table 1: Learning Goals for the Master in Technology Management for Experienced Professionals (MSTM/EMBA) Program**

|  |  |
| --- | --- |
| **SCHOOL/MBA COMMON LEARNING GOALS** | **MSTM/EMBA Learning Goals** |
| HS - 1: Students can communicate effectively in written and oral presentations. | EM - 1: Communicate effectively in written and oral presentations. |
| HS - 2: Students can interact effectively in teams | EM - 2: Inspire, motivate and lead teams and groups of technical professional and knowledge workers to maximize human capital. |
| HS - 3: Students understand how a firm uses technology for competitive advantage in satisfying its business strategy. | EM - 3: Develop, articulate and put into practice technology strategies aligned with corporate mission, business strategy. |
| HS - 4: Students will have the ability to engage in creative problem-solving | EM - 4: Identify, assess, launch, and lead organizational strategic initiatives in a technology-based environment for the creation of new businesses and sustaining existing businesses. |

**2. MSTM / EMBA ASSURANCE OF LEARNING ASSESSMENT PLAN**

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

|  |  |  |
| --- | --- | --- |
| **LEARNING GOAL** | **Where & When Measured? [Only courses with major alignment with the goal are noted]** | **How Measured?** |
| 1-Communicate effectively in written and oral presentations. | Embedded in design assignment in all required courses. ***EMT 752: Oral and***  ***EMT 635: Written Communication Competency***is specifically structured to evaluate this competency. | Sampling: All MSTM Students Description: Instructor's grade of individual performance is monitored at various stages in the program. |
| 2-Inspire, motivate and lead teams and groups of technical professional and knowledge workers for maximum utilization of the organization’s human capital and continuous growth of its employees. | Embedded in design assignment in required courses ***EMT 740: Managing and Leading Multifunctional Teams*** | Sampling: All MSTM Students Description: Assessment of comprehensive team leadership skills analysis papers based upon course assessments and concepts. These papers include personal development plans. |
| 3-Develop, articulate and put into practice technology strategies aligned with corporate mission and business strategy. | Embedded in design assignments in required course*,* ***EMT******714****: Technology Strategy*. | Sampling: All MSTM Students Description: Assessment of key papers and assignments covering the key elements of business and technology strategic plans. |
| 4-Identify, assess, launch, and lead organizational strategic initiatives in a technology-based environment for the creation of new businesses and sustaining existing businesses. | Embedded in design assignment in required courses **EMT *752: Corporate Entrepreneurship***, *EMT 714 Technology Strategy and EMT 642: Marketing Strategy*. | Sampling: All MSTM Students Description: |

**3. MSTM / EMBA CURRICULUM ALIGNMENT MAP**

**Table 3: MSTM Curriculum Alignment Map – Goals 1 through 4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **GOALS**  **EMTM COURSES** | **1. Communicate effectively in both written and oral presentations. [Stein]** | **2. Inspire, motivate and lead teams and groups of technical professional and knowledge workers for maximum utilization of the organization’s human capital and continuous growth of its employees. [Dominick]** | **3. Develop, articulate, and put into practice technology strategies aligned with corporate mission, business strategy and ethical principles. [Frank]** | **4. Identify, assess, launch, and lead organizational strategic initiatives in a technology-based environment for the creation of new businesses and sustaining existing businesses. [Koen]** |
| **EMT 624 Financial Management for Technical Organizations [Liu]** |  |  |  |  |
| **EMT 740 Team Leadership Development [Dominick]** | Students’ give two in-class team presentations, two brief team-based writing assignments and one comprehensive individual paper. | Students complete comprehensive Skills Analysis papers based upon course assessments and concepts. These papers include personal development plans. Team assignments include establishment of working agreements, summary of individual differences amongst team members and an exploration of team dysfunctions. A larger team assignment has them pick a topic related to team leadership and compare their respective organizations. The deliverable is a team presentation. |  |  |
| **EMT 623 Financial Management [Bonini]** |  |  |  |  |
| **EMT 714 Technology Strategy [Frank]** | The course incorporates a graded written assignment and team presentations. The Final project consists of an oral team presentation and comprehensive written report. | 60% of the deliverables for the course are team deliverables, which require students to work effectively in teams to accomplish the overall course objectives. | Students develop and present an integrated technology strategy, aligned with business strategy for a company of their own choosing. | Students develop technology road maps and identify technology projects that sustain existing businesses, and generate new business opportunities. |
| **EMT 642 Marketing Strategy [Lynn]** | Each student team makes a formal presentation at the end of the course on the results of the simulation. | Students work together in teams, competing against each other in a marketing simulation. Team effectiveness has an impact on the overall decision-making process. |  | Launching a new business or sustaining an existing one requires an effective marketing strategy and tactics to competitively position the firm's products and services within identified market segments. This course teaches students the principles of marketing, which are applied through computer simulation to develop and implement marketing strategy and tactics in competition against other student teams. |
| **EMT 630 Global Business & Markets [Rothschild]** | This course requires students to prepare three papers that are 10 to 15 pages in length. The materials cover the culture, economics and business issues for a chosen country. The papers are presented in class and component of the grade is based on presentation and written quality. | The projects in these courses are done in teams. Students receive feedback on team effectiveness and participation. |  | The final paper/ presentation involves an analysis of an international business problem. Working in teams, students describe the issue in detail, then analyze the current state and possible future states and finally provide a recommended direction. |
| **EMT 695 Leading Creative Collaboration [Burke]** | Student groups design and implement five key learning methods and are evaluated by their peers on how well they communicate the goals and practices they design. Participation grades are based on each student's verbal contributions to the learning of others. Students write a research application paper evaluated for clarity. Students conduct field trip interviews and present key insights to the class via presentations, videos, or other media, and these communication attempts are evaluated for clarity, useful content, and engagement. Students are expected to contribute to group learning through the use of social media, which requires succinct, responsive, respectful, and thought-provoking written communication. | Students develop themselves, their teams, and the "business" (our class organization) by applying tools and techniques for expanding creative and collaborative contributions to personal and group goals. For example, each student is on a team chartered with designing and implementing a key course learning method. The research application paper requires students to choose a problem or possibility that can be advanced through applying the research on personal and group creativity, conflict resolution, and collaboration practices. Students analyze teams within and outside the class and develop new leadership skills to increase the effectiveness of these groups. Teams interview leaders in the field trip exercise and extract implications for their own leadership. Students practice giving and receiving developmental feedback. The readings and course content challenge students to be creative in how they inspire, motivate, and lead teams. | Students consider the ways building more creative, collaborative organizational cultures and workspaces can enable tighter alignment between mission, technology strategies, and results. |  |
| **EMT 752 Corporate Entrepreneurship [Koen]** | Each individual in the class is responsible for writing a report, which evaluates best practices in the front end for their company and two case studies. The final project, which is done by a team, is presented in the final class to outside group of executives who grade the content and quality of the presentation. | Students work in small teams of 2-3 people to accomplish the overall course objectives. |  | Student teams develop a new project with an accompanying business plan for one of the member companies. The objective is to get initial funding for the project by the conclusion of the course. |
| **EMT 696 Human-centered Design [Koen]** | Each individual in the class is responsible for writing two reports. One on evaluating the world through designers "eyes" and the second methods used to understand users. The final project, which is done by a team, is presented in the last class, which includes a high fidelity prototype solution to the problem they identified in the beginning of the class. | Each team member will be evaluated using the Comprehensive Assessment for Team-Member Effectiveness (CATME) assessment tool developed by Purdue University under a $2 million NSF grant. |  | Students learn a design thinking methodology, which will enable them to develop and solve transformational and disruptive innovations. |
| **EMT 798 Integration & Application of TM [Ginsberg & Rothschild]** | This is the Capstone business simulation course for the MSTM program. Student teams prepare a professional presentation on past business results and future plans, and present it to the "Board of Directors” Communication skills represent a component of the overall grade. | Using the Human Resources module of Capstone, students make decisions about the management of a technological labor force so as to maximize company efficiency and labor force performance. Team performance in the decision-making process counts 10% of the total grade for the course. | Students formulate an effective business and technology strategy for a complicated high-technology sensor business in a highly competitive environment. They Implement a strategic plan by making sound tactical decisions in all functional areas of the simulated company using financial and operating data. | The simulation engages students in strategies to sustain existing businesses through developing and marketing new products. |
|  | | | | | |
| **EMBA EXTENSION COURSES** | | | | | |
| **EMT 606 Economics [Saad-Lessler]** | The class is divided into four groups and each group receives two micro-based case studies and one macro-based project, which they present to the class starting at week 3 and write a report about each case/project. All reports must have been submitted by the end of the course. | Students must work together in teams to analyze two micro-based case studies and one macro-based project. |  |  |
| **EMT 638 Corporate Finance [Bonini]** | Students prepare and present a written and oral presentation of a final case project covering M&A which covers many of the concepts covered in class. Students work in teams and co-present. Students write memos in style and substance suitable for presentation to CFO and his/her investment committee. |  | Students learn how to price and issue equity and debt. Students measure the effect of leverage upon the corporate balance sheet and test how it increases shareholder value or limits management's ability to act. |  |
| **EMT 635 Managerial Judgment & Decision Making [Dominick]** | 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. |  |  |

**ETHICS**

Students will understand the ethical dimensions associated with business and business decisions. Thread “course;” students are introduced to ethical issue related to relevant topics in specific courses.

|  |  |
| --- | --- |
| **EMT 624 Financial Management for Technical Organizations [Liu]** | The ethics v the legality v the regulatory rules of accounting are discussed in numerous instances in the class.  A video describing the accounting fraud is shown followed by an extended discussion of the ethical issues involved. |
| **EMT 740 Team Leadership Development [Dominick]** | The course module on power & influence stresses the moral and ethical implications of social processes such as obedience to authority. |
| **EMT 714 Technology Strategy**  **[Lechler]** | Students learn the ethical issues involved in competitive intelligence gathering, and protection of intellectual property. |
| **EMT 715**  **Strategic Planning**  **[Mithani]** | One session of a class is dedicated to the discussion of ethical dimensions of business under the rubric of corporate social responsibility. It discusses managerial responsibility to the shareholders as well as to the society. |
| **EMT 630**  **Global Business & Markets [Rothschild ]** | The course includes discussion on ethical issues faced by the international businesses;  recognize an ethical dilemma; discuss the causes of unethical behavior by managers;  different philosophical approaches to ethics; know what managers can do to incorporate ethical considerations into their decision making. |
| **EMT 695 Leading Creative Collaboration [Dominick]** | Students practice communication skills that enable high transparency, non-coercive conflict resolution and group decision processes, and consider what can happen to creativity, innovation, and ethical decision making in organizations where these skills are not employed. |
| **EMT 798**  **Integration & Application of TM [Rothschild]** | The Capstone Simulation allows the instructor to present any of a number of ethical vignettes which requires the students to vote, and as a team choose an alternative resolution to the ethical dilemma.  Depending on the alternative chosen, the teams’ simulation results are appropriately and realistically affected for a number of future years.  Students engage in in-class discussion following each vignette. |
| **EMT 635 Managerial Judgment & Decision Making**  **[Dominick]** | 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. |

**GLOBAL CONTEXT**

Students are aware of the global context which businesses today must consider in their planning processes. Thread "course"; students are introduced to global implications in relevant courses.

|  |  |
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| **EMT 740 Team Leadership Development [Dominick]** | The self-awareness module includes material on cross-cultural value distinctions. A conflict management case introduces students to cross-cultural dimensions of interpersonal conflict. |
| **EMT 714 Technology Strategy**  **[Lechler]** | Students are made aware of the need to monitor the external environment (of which technology is a major component) within a global context. Location of R&D facilities is an important strategic consideration in addressing regional customer needs. |
| **EMT 630 Global Business & Markets [Rothschild]** | This course is a global course and as such the entire course is focused on global topics. It includes an international study tour. |
| **EMT 695 Leading Creative Collaboration [Dominick]** | Students explore the benefits of diverse team composition for problem solving and innovation, especially in rapidly changing, high ambiguity situations often created by large-scale business context changes such as globalization. They explore the leader's role in creating collaborative spaces that span geography, time, and cultural differences. |
| **EMT 798 Integration & Application of TM [Rothschild]** | The implications and methods of TRANSFER PRICING are discussed and illustrated in the context of Capstone. |

**4. MSTM / EMBA LEARNING GOALS, OBJECTIVES AND RUBRICS**

**Table 4: MSTM / EMBA Learning Goals, Objectives and Rubrics**

Note: Goals HS – 1 and HS – 2 are common to all School of Business degree programs.

|  |  |
| --- | --- |
|  |  |
|  | MSTM Learning Goal, Objectives and Traits |
| **Learning Goal:** | *(Learning Goals are broad and not necessarily directly measurable.)* |
| **MSTM - 1** | **Communicate effectively in writing and oral presentations.** |
| **Learning Objectives** |  |
| **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 |
| Trait 5: |  |
| **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 |

**Table 4: MSTM / EMBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MSTM - 1 RUBRIC #1** |  |  |  |  |
| **MSTM - 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 – 14; Meets: 15-30; Exceeds: 31-40** | | | | | |

**Table 4: MSTM / EMBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **MSTM - 1 RUBRIC #2** |  |  |  |  | | **MSTM - 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** |  |   **Table 4: MSTM / EMBA Learning Goals, Objectives and Rubrics (continued)** | |
|  | MSTM Learning Goal, Objectives and Traits |
| **Learning Goal:** | *(Learning Goals are broad and not necessarily directly measurable.)* |
| **MSTM - 2** | **Inspire, motivate and lead teams and groups of technical professional and knowledge workers for maximum utilization of the organization’s human capital and continuous growth of its employees.** |
| **Learning Objectives** |  |
| **Objective 1:** | *Adopt a personal development mindset / be able to systematically assess one's own team leadership skills and abilities* |
| **Traits** |  |
| Trait 1: | Knowledge of individual difference factors impacting team leadership effectiveness |
| Trait 2: | Self-awareness |
| Trait 3: | Personal development planning |
|  |  |
| **Objective 2:** | *Recognize determinants of team and interpersonal effectiveness within and across organizations* |
| **Traits** |  |
| Trait 1: | Understanding of concepts and constructs at individual, group and organizational levels of analysis |
| Trait 2: | Diagnostic ability |

**Table 4: MSTM / EMBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **MSTM - 2 RUBRIC #1** | |  | |  |  |  |
| **MSTM - 2** | **Inspire, motivate and lead teams and groups of technical professional and knowledge workers for maximum utilization of the organization’s human capital and continuous growth of its employees.** | | | | | | |
| **Objective 1** | *Adopt a personal development mindset / be able to systematically assess one's own team leadership skills and abilities* | | | | | | |
|  | **Trait** | **Poor** | | **Good** | | **Excellent** |  |
|  | **Value** | **0** | | **5** | | **10** |  |
| Trait 1: | Knowledge of individual difference factors impacting team leadership effectiveness | Unable to define and describe relevant personality facets, attitudes and behaviors | | Understands key constructs and their implications for team leadership. Can interpret individual difference assessments correctly and consider implications. Can support interpretations based upon actual examples and experiences | | Demonstrates exceptional analytical skills as evidenced by the capacity to both differentiate and integrate amongst constructs. Uses thoughtful and detailed examples to diagnose effectiveness and propose plans for improvement |  |
| Trait 2: | Self-awareness | Demonstrates little or no capacity to engage in meaningful reflection; Resists feedback and fails to engage in reflective process | | Can use leadership constructs and principles to articulate key strengths and development areas; Constructively solicits and processes feedback and input, Can clearly convey personal values and objectives | | Demonstrates exceptional personal insight as evidenced by the capacity to: a) see relationships between various strengths and areas for development; b) convey linkages between skills and personal values and objectives c) apply insights to personal improve |  |
| Trait 3: | Personal development planning | Fails to establish relevant development goals; Development plans lack sufficient clarity to be actionable and or are not related to team leadership skills | | Establishes actionable development objectives based upon an understanding of strengths, growth areas and broader personal ambitions | | Demonstrates in depth understanding of behavioral improvement principles and strategies as evidenced by the creation of detailed and complex personal development plans |  |
| **Criterion: Does not meet expectations: 0 – 10; Meets: 10-20; Exceeds: 20-30** | | | | | | | |

**Table 4: MSTM / EMBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MSTM - 2 RUBRIC #2** | |  |  |  |
| **MSTM - 2** | **Inspire, motivate and lead teams and groups of technical professional and knowledge workers for maximum utilization of the organization’s human capital and continuous growth of its employees.** | | | | |
| **Objective 2** | *Recognize determinants of team and interpersonal effectiveness within and across organizations* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **5** | **10** |  |
| Trait 1: | Understanding of concepts and constructs at individual, group and organizational levels of analysis | Fails to convey a clear understanding of concepts and constructs | Demonstrate an accurate understanding of the concepts. Can draw upon appropriate research and literature to make points | Demonstrates a detailed understanding of constructs pertaining to interpersonal and team effectiveness. Recognizes relationships between ideas and approaches. |  |
| Trait 2: | Diagnostic ability | Fails to operationalize constructs in order to apply them. Reaches inaccurate or spurious conclusions | Effectively operationalizes constructs and applies them in order to analyze problems and draw conclusions about team and leader effectiveness. Develops realistic recommendations that are logically derived from analyses | Offers highly sophisticated analyses of issues pertaining to team and leader effectiveness. Consistently develops recommendations that go beyond the obvious, thereby conveying exceptional expertise with regard to managing people and relationships. |  |
| **Criterion: Does not meet expectations: 0 – 10; Meets: 10 - 15 ; Exceeds: 15 - 20** | | | | | |

**Table 4: MSTM / EMBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |
| --- | --- |
|  | MSTM Learning Goal, Objectives and Traits |
| **Learning Goal:** | *(Learning Goals are broad and not necessarily directly measurable.)* |
| **MSTM - 3** | **Develop, articulate and put into practice technology strategies aligned with corporate mission, and business strategy.** |
| **Learning Objectives** |  |
| **Objective 1:** | *Students are able to perform a strategic analysis process on a technology-based business and develop a comprehensive business strategy for the ensuing 5 years* |
| **Traits** |  |
| Trait 1: | Able to analyze a firm to determine its current business strategy |
| Trait 2: | Demonstrate an ability to think strategically by considering alternatives to leverage strengths and overcome weaknesses |
| Trait 3: | Able to develop a viable business strategy for the overall firm that contains all elements of the strategic planning model |
| Trait 4: | Appropriate consideration given to implementation and control considerations |
| **Objective 2:** | *Students are able to develop a technology strategy for a technology-based company that is aligned with business strategy and provides the firm with a technology-based competitive advantage* |
| **Traits** |  |
| Trait 1: | Able to articulate the way in which technology enables business strategy to provide the firm with a sustainable competitive advantage |
| Trait 2: | Able to discern the elements of a firm's technology strategy from analysis of its products and services |
| Trait 3: | Viable alternative technology strategies are considered in building a technology strategy for the next 5 years |
| Trait 4: | Technology strategic plan contains all of the key elements of a comprehensive technology strategy |
| Trait 5: | Presents a strong convincing argument for top management action |

**Table 4: MSTM / EMBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MSTM - 3 RUBRIC #1** |  |  |  |  |
| **MSTM - 3** | **Develop, articulate and put into practice technology strategies aligned with corporate mission, and business strategy.** | | | | |
| **Objective 1** | *Students are able to complete a strategic analysis process on a technology-based business and develop a comprehensive business strategy for the ensuing 5 years.* | | | |  |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **5** | **10** |  |
| Trait 1: | Able to analyze a firm to determine its current business strategy | Elements missing and inaccurate conclusions drawn | Current business strategy correctly identified | All elements of the current business strategy identified correctly and gaps noted between current performance and management expectation |  |
| Trait 2: | Demonstrate an ability to think strategically by considering alternatives to leverage strengths and overcome weaknesses. | Alternatives not identified or poorly defined | At least one visible strategy identified that is based on SWOT. | Multiple strategies evaluated and best strategy recommended. |  |
| Trait 3: | Able to develop a viable business strategy for the overall firm that contains all elements of the strategic planning model. | Elements are missing or poorly identified | Some elements of the model are present but not all. | All the elements are presented |  |
| Trait 4: | Appropriate consideration given to implementation and control. | No consideration to implementation and control | Some elements of implementation and control are presented | An integrated plan with corresponding implementation and control plans is presented |  |
| **Criterion: Does not meet expectations: 0 – 14; Meets: 15 - 30; Exceeds: 31 - 40** | | | | | |

**Table 4: MSTM / EMBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **MSTM - 3 RUBRIC #2** | |  | |  |  |
| **MSTM - 3** | **Develop, articulate and put into practice technology strategies aligned with corporate mission, and business strategy.** | | | | | |
| **Objective 2** | *Students are able to develop a technology strategy for a technology-based company that is aligned with business strategy and provides the firm with a technology-based competitive advantage.* | | | | |  |
|  | **Trait** | **Poor** | | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | | **5** | **10** |  |
| Trait 1: | Able to articulate the way in which technology enables business strategy to provide the firm with a sustainable competitive advantage | No clear linkage between technology strategy and business strategy | | Technology strategy is aligned with business strategy | The recommended strategy is aligned with business strategy and provides a clear opportunity for competitive advantage |  |
| Trait 2: | Able to discern the elements of a firm's technology strategy from analysis of its products and services with connection made strategic implications of technology ownership and intellectual property. | Technology components not identified or incorrectly assigned. | | Technology components correctly identified | Components correctly identified and connection made to the broader strategic elements related to technology ownership and intellectual property. |  |
| Trait 3: | Viable alternative technology strategies are considered in building a technology strategy for the next 5 years. | Strategies are weak or not viable | | There is at least one viable strategy presented | Multiple alternatives are evaluated and best alternative is presented |  |
| Trait 4: | Technology strategic plan contains all key elements of a comprehensive tech. strategy | Elements are missing or applied incorrectly | | All elements are present | All elements are present and innovatively incorporated to enhance viability. |  |
| Trait 5: | Presents a strong convincing argument for top management action | Arguments presented are disjointed with no connection between technology strategy and business objectives | | Connection drawn between technology strategy and business objectives | Connections drawn between technology strategy and business objectives with insight that maximizes business impact. |  |
| **Criterion: Does not meet expectations: 0 – 20; Meets: 21 - 34; Exceeds: 35 - 50** | | | | | | |

**Table 4: MSTM / EMBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |
| --- | --- |
|  | MSTM Learning Goal, Objectives and Traits |
| **Learning Goal:** | *(Learning Goals are broad and not necessarily directly measurable.)* |
| **MSTM - 4** | **Identify, assess, launch, and lead organizational strategic initiatives in a technology-based environment for the creation of new businesses and sustaining existing businesses.** |
| **Learning Objectives** |  |
| **Objective 1:** | *Be able to develop a business plan for a new product or service and understand the associated political and organizational constraints which are associated with gaining social and financial capital* |
| **Traits** |  |
| Trait 1: | Be able to understand and gain support of the organization for a new product or service |
| Trait 2: | Be able to write a compelling business plan with a clear understanding how the product or service will bring a competitive advantage and win in the market place |
| **Objective 2:** | *Be able understand the issues, processes and constraints associated with developing a breakthrough product or service* |
| **Traits** |  |
| Trait 1: | Understand the key practices in the front end |
| Trait 2: | Understand the key practices in the front end associated with developing a breakthrough product |
| Trait 3: | Understand the current practices for determining the unarticulated customer needs |

**Table 4: MSTM / EMBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MSTM - 4 RUBRIC #1** | |  |  |  |
| **MSTM - 4** | **Identify, assess, launch, and lead organizational strategic initiatives in a technology-based environment for the creation of new businesses and sustaining existing businesses.** | | | | |
| **Objective 1** | *Be able to develop a business plan for a new product or service and understand the associated political and organizational constraints which are associated with gaining social and financial capital.* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **5** | **10** |  |
| Trait 1: | Be able to understand and gain support of the organization for a new product or service | Be unable to gain political support for the project or service in a company | Be able to gain support from an executive champion | Be able to gain support of an executive champion and from key decision executives in the company |  |
| Trait 2: | Be able to write a compelling business plan with a clear understanding how the product or service will bring a competitive advantage and win in the market place | Be unable to write a business plan that is coherent | Be able to write and present a business plan which identifies the unmet customer needs, how competitive advantage is achieved and the winning proposition for the company | Be able to write and present a business plan in a clear and concise fashion which identifies the unmet customer needs, how competitive advantage is achieved and the winning proposition for the company |  |
| **Criterion; Does not meet expectations: 0 – 15; Meets: 15 - 20 ; Exceeds: 20 - 30** | | | | | |

**Table 4: MSTM / EMBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MSTM - 4 RUBRIC #2** | |  |  |  |
| **MSTM - 4** | **Identify, assess, launch, and lead organizational strategic initiatives in a technology-based environment for the creation of new businesses and sustaining existing businesses.** | | | |  |
| **Objective 2** | *Be able understand the issues, processes and constraints associated with developing a breakthrough product or service.* | | | |  |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **5** | **10** |  |
| Trait 1: | Understand the key practices in the front end | Be unable to articulate key practices in the front end | Be able to discuss the relative importance off senior management, the differences between opportunity, idea and concepts | Be able to discuss the relative importance off senior management, the differences between opportunity, idea and concept. In addition be able to discuss the different practices used in exploitative and exploratory projects |  |
| Trait 2: | Understand the key practices in the front end associated with developing a breakthrough product | Be unable to articulate the differences between exploratory and exploitative projects | Be able to discuss the differences between the preferred organizational structures and processes associated with exploitative and exploratory projects | Be able to discuss the different theories for exploitative projects as set forth by Christensen, Tushman and VG Govindarajan |  |
| Trait 3: | Understand the current practices for determining the unarticulated customer needs | Be unable to articulate how exploratory and exploitative projects are discovered | Understand the relative roles of focus groups, ethnography and lead users | Be able to discuss the relative roles of focus groups, ethnography and lead users with considerable expertise |  |
| **Criterion: Does not meet expectations: 0 – 15; Meets: 15 - 20 ; Exceeds: 20 - 30** | | | | | |

**5. RESULTS OF AACSB LEARNING GOAL ASSESSMENTS**

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

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

- Does not meet expectations  
- Meets expectations  
- Exceeds expectations

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

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

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

**EX A M P L E**

**RESULTS OF AACSB LEARNING GOAL ASSESSMENT**

**PROGRAM: *MSTM, Master of Technology Management* *for Experienced Professionals & EMBA, Executive MBA program***

**LEARNING GOAL #1: *Our students will communicate effectively in both written and oral communications.***

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

**ASSESSMENT DATE:  ASSESSOR:**

**NO. OF STUDENTS:**

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

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

**COMMENTS:**

**REMEDIAL ACTIONS:**