Stevens Institute of Technology

School of Business

**AACSB  
ASSURANCE OF LEARNING PLAN**

**Undergraduate B.S. in Business**

December 2021

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# 1. INTRODUCTION AND OVERVIEW OF BS BUSINESS DEGREE

The BS Business program includes the following majors: [Accounting & Analytics](https://www.stevens.edu/school-business/undergraduate-programs/accounting-analytics); [Business & Technology](https://www.stevens.edu/school-business/undergraduate-programs/business-technology) ;[Economics](https://www.stevens.edu/school-business/undergraduate-programs/economics); [Finance](https://www.stevens.edu/school-business/undergraduate-programs/finance); [Information Systems](https://www.stevens.edu/school-business/undergraduate-programs/information-systems); [Management](https://www.stevens.edu/school-business/undergraduate-programs/management); [Marketing Innovation & Analytics](https://www.stevens.edu/school-business/undergraduate-programs/marketing-innovation-analytics).

Students in all majors share the same core curriculum, which includes the Liberal Arts and Science Core, Business Core, and Practice Core. Students who complete the A&A major able to apply techniques in modeling, forecasting and data visualization to the traditional accounting skills set, making them highly desirable job candidates at both large and small accounting firms, and within the accounting departments of Fortune 500 companies. As the curriculum meets the requirements to take the CPA exam, Stevens puts students on the immediate fast track for success in this industry.

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

Students who complete the Economics major are prepared to leverage their understanding of the global economics picture and data analysis techniques to excel in economics, banking or finance. Stevens' leadership in these areas gives you a head start in the real world, both on internships and on the job or in graduate school. Students gain an extra edge at Stevens, where coursework is aligned to the rigorous guidelines set by the American Economic Association in logical problem solving, data analysis, and compelling speech and writing. Furthermore, students enjoy plenty of opportunities to travel abroad, to see firsthand how business practices in other countries impact economics, both at home and far away.

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

Technology is a relative latecomer to finance, but its disruptive impact is every bit as pronounced. That’s why this is a great place to study finance. Stevens gives you the tools to succeed by bringing nearby Wall Street to the classroom, for both recruiting and real-world perspective, and courses effectively demonstrate how the leaders of tomorrow will need to think about technology in order to get ahead. Students in the Finance program develop the skills needed to pursue careers at financial institutions, in government or in the finance departments at large employers. Upon graduation, many students quickly find work as financial analysts, consultants and valuation analysts, among others.

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

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

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

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

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

Based on goal 1 (oral and written communication) assessments and other feedback, all students continue to take a freshman writing course, which was improved and perfected by the College or Arts and Letters. This continues to provide BSB students with a strong foundation they then work and nurture during the course of the curriculum.

# 2. OVERVIEW OF BS BUSINESS ASSURANCE OF LEARNING PLAN

# 

|  |  |  |
| --- | --- | --- |
|  | **Credits** | **Courses** |
| **BS Business** | 126 | 41 |

**School of Business Vision**

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

**Undergraduate BS Business Vision**

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

**BS Business Learning Goals**

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

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

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

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

**Table 1: Undergraduate BS Business Learning Goals**

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

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

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

# 3. BS BUSINESS ASSURANCE OF LEARNING ASSESSMENT PLAN

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

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

# 4. BS BUSINESS CURRICULUM ALIGNMENT MAP

**Table 3: BSB Curriculum Alignment Map Fall 2021**

|  |  |  |  |
| --- | --- | --- | --- |
| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will be able to formulate and articulate plans to align business and IT. |
| **Business Core COURSES** | |
| **BT100**  **Principles of**  **Management**  **(Aronson)** | Students prepare individual written analyses and present a team analysis of management issues. | Students working in teams analyze and present solutions to a business issue. |  | |
| BT181  Seminar in Business  (Kaufman) |  | There are classroom case studies that involve collaboration | The course includes lectures and readings on decision-making tools, methods and procedures. | |
| **MIS** **201**  **Fundament. of Info Systems**  **(zur Muehlen)** | Students present and lead a class discussion on emerging IT. | Teams identify implications of emergent IT. | Students explore how IT is used in organizations. The lab component of the course teaches students advanced excel skills, which they learn to apply in a business setting. | |
| **BT200**  **Financial**  **Accounting**  **(**Jing Chen**)** |  |  | Students prepare and analyze financial statements using spreadsheets. Computerized homework software develops skills in interpreting accounting information. | |
| BT 214  Market Research  Sabnis | Student groups present their market research project in class and deliver a written report. | Students work in groups on a market research project | Students collect data using questionnaires, enter the data into a spreadsheet and analyze it. | |
| **BT215**  **Managerial**  **Accounting**  **(**Hu, Nan**)** |  |  | Costs and assessing their impact on the income statement are emphasized. Computerized homework software develops skills in interpreting accounting information. | |

|  |  |  |  |
| --- | --- | --- | --- |
| Goals/  BSB Courses | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will be able to formulate and articulate plans to align business and IT |
| **BT 221**  **Statistics**  **(Anderson)** |  |  | Course guides students in using statistics to assess tech-business related functions and issues, e.g., product quality, customer satisfaction, and survey results. | |
| **BT 223**  **Applied Models & Simulation**  **(Ryan)** |  | Teams run a Business Game Management Simulation | Assignments focus on applying forecasting and stochastic modeling technologies to business problems. | |
| **BT 243**  **Macroeconomics**  **(Anderson)** |  |  | Students apply macroeconomic concepts to business performance. Emphasis is placed on how macroeconomic factors are influenced by technology developments. | |
| **BT 244**  **Microeconomics**  **(Anderson)** | Course includes written analysis on the functioning of markets, demand elasticity and other real-world phenomena. |  | Students study the economic behavior of individuals and firms, and the role that technology plays in it. | |
| BT310  Programming for Mobile  Applications  (Ryan) |  |  | Students develop mobile applications using the Google Android App Inventor. | |
| **BT321**  **Corporate**  **Finance**  **(Lou V)** | Individual written analyses of case studies during the semester. Grades are based on organization/ methodology and problem solving | Students interact in teams of 5 to interpret a large corporation’s financial health. | Case studies enable students to translate business theory and events into financial terms. Emphasis is placed on the financial implications of financial developments. | |
| BT322  Capital Markets  Gonzalez-Corzo, | Exams include a series of written questions about the roles and functions of financial markets and institutions, the different types of financial intermediaries, and specific capital market products. |  |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will be able to formulate and articulate plans to align business and IT |
| BT325  Financial Reporting & Analysis  Hu, Nan |  | Students work in teams to examine two companies from one industry, throughout the semester.  (from Dr. Bill Schwartz) |  | |
| **BT 330**  **Soc. Psych & Org. Behavior**  **(Aronson)** | Student teams present and submit a written analysis, comparing the team dynamics and leadership in technology-based firms.  . | Students work in groups on weekly assignments and projects throughout the semester | Organizational behavior is examined using web based individual assessments. Special focus is placed on how technology affects behavior. | |
| **BT 399**  **Independent Study – Research** | The student works on a paper along with a PowerPoint presentation to submit to to faculty sponsor. |  |  | |
| **BT 398**  **Independent Study – Research** | The student writes a paper and develops a PowerPoint presentation to present to faculty sponsor. |  |  | |
| **BT350**  **Marketing**  **(Sabnis)** | Students must write-up recommendations to the manager for the case presented. | Four classes involve group (team) based case analysis. | Students are exposed to the increasing role that technology tools play in marketing management – e.g., social media, electronic data mining. | |
| **BT360**  **International Business**  **(Wheeler)** | Individual written analysis on BRL Hardy company | The team presents recommendations on management of BRL Hardy | Analyze different international business cases from Harvard Business and identify key points. Students are challenged to examine the role technology plays, e.g., in global expansion. | |
| **BT 413**  **Bus Law, Ethics & Negotiation** | Students’ write-up case recommendations to the manager. |  |  | |
| **BT416**  **Business Process Management**  **(zur Muhlen)** | Students present their work several times throughout the semester and are graded on the quality of their presentations. | The final team project requires students to develop a set of org. processes and interact with other teams in customer-supplier relationships. | Students map business processes to business functions (e.g. process payment to the Accounts Receivable function). Students build a technology solution to support common business processes. | |
| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will be able to formulate and articulate plans to align business and IT |
| **BT 421**  **Systems Analysis and Design (**Asakiewicz,**)** | Students complete a written paper and make a presentation | Groups will present their papers on an approved topic | Student analyze business processes to identify system requirements | |
| **MIS 460**  **IT Strategy: Strategic issues in IT Management (Parfett)** | Students complete a written paper and make a presentation | Groups will present their papers on an approved topic | Students write a paper on alignment and how it leads to improving the business performance | |
| **BT 301**  **Strategy**  **(Calhoun)** | Written Due Diligence Plan (partial);  In-class oral presentations | Group assignments and formal team classroom presentations | Students are assigned tech-based businesses and challenged to prepare a partial Due Diligence analysis & plan, covering the business strategy and the role of technology in it. | |
| **BT 302**  **The Business Model**  **(Calhoun)** | Written Due Diligence Plan (partial);  In-class oral presentations | Group assignments and formal presentations by teams. | Students continue their analysis of a tech-based business from BT301, and are challenged to continue their Due Diligence analysis & plan, this time focusing on sales and revenue-related issues. | |
| **BT 372**  **Disc & Commercialization of Tech. Bus. Opportunity**  **(**Chen, Yan**)** | Each student presents a two-minute pitch for a self-developed business idea  Students write a business plan. | Teams develop a final project for presentation | Value creation is a fundamental topic in the class and students develop individually business ideas based on the exploitation of technologies. | |
| **BT 401**  **Capital Structure & Strategy Audit**  **(Calhoun)** | Written Due Diligence Plan (partial);  In-class oral presentations | Group assignments with formal presentations of results | Students continue their analysis of a tech-based business from BT301 and BT302, and are challenged to complete an in-depth Due Diligence analysis & Strategic Plan covering all aspects of the business. | |
| **BT 411**  **Bus. Consulting Senior Design 1**  **(Ann Murphy)** | Written reports and  Oral presentations required of all students | Team leadership and member opportunities | Apply business and technology material learned throughout the first three years to develop a project either related to a start-up business or a business consulting project for an actual organization. | |
| **BT 412**  **Bus. Consulting In Engineering Design 2**  **(Ann Murphy)** | Written reports and  Oral presentations required of all students | Team leadership and member opportunities | Apply business and technology material learned throughout the first three years to develop a project either related to a start-up business or a business consulting project for an actual organization. | |
| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will be able to formulate and articulate plans to align business and IT |
| **BT 425**  **Portfolio Management**  **(Kaufman)** | Individual presentations of investment results and a paper on developing a portfolio analysis. |  | Use of web based market simulations provide hands-on perspective of trading technologies and demonstration of how events effect valuations |
| **BT 426**  **Securities Valuation**  **(Kaufman,)** | Term project required at the end of the semester | Teams assigned to evaluate specific company market performance | Focus on public company  valuation |
| **QF 430**  **Intro to Derivatives** | Students will implement portfolio hedging strategies using derivatives. |  | Mat lab or CTT is used for pricing operations |
| ACC 431 Advanced Topics in Accounting  (Biagi) |  | This class includes in class accounting group work. |  |
| BT465  Integrated Marketing Communications  (G. Lynn) | Students build integrated marketing campaigns throughout the semester, which they deliver via oral and written exercises and a final presentation. | Students work in teams and on a group final project as they develop an understanding of the different marketing disciplines and their limitation. | Students will take a deep dive into social and digital media and how technology has impacted the way we communicate and market today. |
| **BT 440**  **Money, Banking and Financial Institutions (Bonini,)** | Exams contain essay portions where students will convey their knowledge in writing. |  | Students perform Asset Allocation and Investment through various economic theories |
| **BT 403**  **Marketing Strategy and Decision-Making (Sabnis)** | Students are required to write-up five case analyses during the term | Entire course involves group level work performing case analysis | Course requires students to pull together and apply all knowledge from previous marketing business courses to address marketing issue that relates to technology. |
| **BT 435**  Social Networking: A Marketing Perspective **(Nickerson)** | Students will present their results to the class weekly | Teams will create and present marketing campaigns for their Final | Students will need to invest into Google Adwords to test marketing assumptions |

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| --- | --- | --- | --- |
| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will be able to formulate and articulate plans to align business and IT |
| **BT 353**  **Introduction to Project Management (Lombardi, Donald)** | The midterm and final are in-depth written documents to analyze complex business cases.  The final report includes a presentation to the class | The in-class case studies and final project are conducted via teams, as is the case with most real-world projects. | Course includes identification of a business need and developing a project plan to address the need |
| **BT 333**  **Data Base Management (Morabito)** | For the final project, students write queries and commands to fit the businesses database needs. |  | Analyze organization’s data management needs and design a database to meet those needs. |
| **BT419**  **Entrepreneurship Practicum**  **(Long)** | Students will create and present an elevator pitch on a proposed company. | Teams will select a “promising” technology and determine its commercial viability within an entrepreneurial setting | Students will decide if an idea/technology can be the basis for a successful enterprise. |
| **BT445**  **Virtual and physical consumer Behavior**  **(Madzharov)** | Student groups will give a 30-minute PowerPoint presentation about their commercial. | Students will work in teams on the majority of the course tasks such as case analysis and advertising analysis project | Students learn how companies use technology, e.g., social media, to receive feedback from consumers and understand the consumer decision-making process. Students will understand how the Internet and social media have changed consumer behavior in both the virtual and physical shopping environment. |
| **BT422**  **Decision Making**  **(Dominick)** | Student groups present their final project to the class and have weekly group projects | Team members work together to accomplish weekly and final group projects |  |
| **BT447**  **Creativity and Innovation (Chen Yan)** | Student groups develop a final project to present to the class | Team members collaborate to develop a final group project | Student explore technology’s influences on creativity |
| **BT 343**  **Intermediate macro-economics**  **(Saad-Lessler)** | Each student will be required to present an assigned current events news analysis in class. | There are in-class collaborative group assignments | Consideration of how macroeconomic aspects are influenced by technology developments. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will be able to formulate and articulate plans to align business and IT |
| **BT 442**  **Fixed income analysis**  **(Bonini)** | Exams have some essay portions where students exhibit their knowledge in writing. |  | Students understand credit Analysis Models: univariate and discriminant model |
| **AC 311**  **Intermediate Accounting, I & II**  (**Biagi & Henry)** | * Students should be able to explain time value of money concepts using present value and future value tables. |  | * Demonstrate an understanding of the conceptual framework of financial reporting; * Apply steps in the financial reporting process and prepare financial statements; * Show an understanding of assets and liabilities such as cash, receivables, inventories, property & equipment, intangibles, current liabilities, contingencies, and long-term liabilities. |
| **BT** 352  Federal Taxation of Business Entities (2021)  (Biagi) | -Students should be able to discuss the general objectives and provisions related to business taxation pursuant to the Internal Revenue Code (IRC);  -The students ought to be able to communicate effectively, critically, and analytically in all written and oral assignments. |  | - Apply and analyze issues related to the filing of federal income tax returns for business entities.  -Analyze the working of the US Internal Revenue Service (IRS);  -Apply and analyze objectives and strategies for business tax planning;  - Discuss, identify and evaluate the legal and income tax applications |
| **ACC** 421  Auditing  (Henry) | -Students participate in group work to stimulate the “real world” of accounting and auditing where most work is done in groups.  -Students will develop their interpersonal skills in cooperating and coordinating with others. |  | - Demonstrate knowledge of auditing concepts, auditing standards and the audit process.  -Demonstrate knowledge of financial reporting in the audit of financial statements. |

Ethics and global threads appear next

**5. Ethics Thread Fall 2021**

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

|  |  |  |
| --- | --- | --- |
| **Goals/** | | Students are aware of social responsibilities in a business environment and can reason about ethical issues. |
| **BT100**  **Principles of Management**  **(Aronson)** | | Students analyze business ethical issues and provide recommendations.  Personal and business ethical issues are tested. |
| **BT200**  **Financial**  **Accounting**  **(**Jing Chen**)** | | Short cases are used to help students identify ethical issues, stakeholders, alternatives and identify an appropriate course of action |
| **BT215**  **Managerial Accounting**  **(**Hu, Nan**)** | | Short cases are used to help students identify ethical issues, stakeholders, alternatives and identify an appropriate course of action. Students complete ethics web module. |
| **BT 244**  **Microeconomics**  **(Anderson)** | | Students describe market structure and antitrust policy. |
| **BT 321**  **Corporate**  **Finance**  **(**Luo V **)** | | Current issues of corporate responsibility are highlighted |
| **BT 330**  **Soc. Psych & Org. Behavior**  **(Aronson)** | | Discuss how social responsibility should be integrated into the business model. |
| **BT350**  **Marketing**  **(Sabnis)** | | Vignettes in textbook deal with ethical dilemmas faced by businesses. |
| **BT 413**  **Bus Law, Ethics & Negotiation** | | Ethical issues relating to legal matters are woven throughout the course. |
| **BT416**  **Business Process Management**  **(zur Muhlen)** | | Students learn about change management opportunities and challenges and discuss the social impact of process changes. |
| **MIS 460**  **IT Strategy: Strategic issues in IT Management (Parfett)** | | Contemporary ethical issues in technology management are addressed |
| **BT 301**  **Strategy**  **(Calhoun)** | | Highlighting problems in business ethics through case material |
| **BT 302**  **The Business Model**  **(Calhoun)** | | Highlighting problems in business ethics through case material |
| **BT 401**  **Capital Structure & Strategy Audit**  **(Calhoun)** | | Highlighting problems in business ethics through presentation of case material. |
| **BT 403**  **Marketing Strategy and Decision-Making**  **(Sabnis)** | Vignettes in text deal with ethical dilemmas faced by businesses |
| **BT 422**  **Decision making**  **(Dominick)** | readings consider ethical challenges companies are confronted with |
| **BT 465**  **Integrated marketing communications**  **(Lynn)** | Regulations & ethical concerns; legal environment surrounding marketing and marketing communications. Views of ethics, morals, and social responsibility as they relate to marketing, advertising, and public relations. |
| **ACC 311**  **Intermediate Accounting I**  **(Biagi & Henry)** | Students work on ethics cases. |
| **ACC 421**  **Auditing**  **(Henry)** | Students develop an understanding of the accountants’ role in society and their ethical environment. |
| **BT 399 Independent study research** | | Highlighting problems in ethics through the importance of honest presentation of data. |
| ACC 431 Advanced Topics in Accounting  (Biagi) | | Analyze and evaluate ethical cases. |

**6. Global Thread – Fall 2021**

**Another thread that runs through the BSB Program are global considerations. 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** | |
| **BT100**  **Principles of**  **Management**  **(Aronson)** |  |  | |
| BT 181  Seminar in Business  (Kaufman) |  |  | |
| **MIS 201**  **Fundament. of Info Systems**  **(zur Muehlen)** |  |  | |
| **BT200**  **Financial**  **Accounting**  **(**Jing Chen**)** |  |  | |
| **BT215**  **Managerial**  **Accounting**  **(**Hu, Nan**)** |  |  | |
| BT 214  Market Research  Sabnis |  |  | |
| **BT 221**  **Statistics**  **(Anderson)** |  |  | |
| **BT 223**  **Applied Models & Simulation**  **(Ryan)** |  |  | |
| **BT 243**  **Macroeconomics**  **(Anderson)** |  |  | |
| **BT 244**  **Microeconomics**  **(Anderson)** |  |  | |
| BT310  Programming for Mobile  Applications  (Ryan) |  |  | |
| **BT321**  **Corporate**  **Finance**  **(Lou V)** |  |  | |
| BT 322  Capital Markets  (Gonzalez-Corzo) |  |  | |
| BT325  Financial Reporting & Analysis  (Hu, Nan) |  |  | |
| **BT 330**  **Soc. Psych & Org. Behavior**  **(Aronson)** |  |  | |
| **BT350**  **Marketing**  **(Sabnis)** |  |  | |
| **BT360**  **International Business**  (Wheeler ) |  |  | |
| **BT 413**  **Bus Law, Ethics & Negotiation** |  |  | |
| **BT416**  **Business Process Management**  **(zur Muhlen)** |  |  | |
| **BT 421**  **Systems Analysis and Design (Asakiewicz)** |  |  | |
| **MIS 460**  **IT Strategy: Strategic issues in IT Management (Parfett)** |  |  | |
| **BT 301**  **Strategy**  **(Calhoun)** |  |  | |
| **BT 302**  **The Business Model**  **(Calhoun)** |  |  | |
| **BT 372**  **Disc & Commercialization of Tech. Bus. Opportunity**  **(**Chen, Yan**)** |  |  | |
| **BT 401**  **Capital Structure & Strategy Audit**  **(Calhoun)** |  |  | |
| **BT 411**  **Bus. Senior Design 1**  **(Murphy)** |  |  | |
| **BT 412**  **Bus. Design 2**  **(Murphy)** |  |  | |
| **BT 425**  **Portfolio Management**  **(Kaufman)** |  |  | |
| **BT 426**  **Securities Valuation**  **(Kaufman)** |  |  | |
| **QF 430**  **Intro to Derivatives** |  |  | |
| BT465  Integrated Marketing Communications  Garibaldi, |  |  | |
| **BT 440 Money, Banking and Financial Institutions (Bonini)** |  |  | |
| **BT 214**  **Market Research**  **(Sabnis)** |  |  | |
| **BT 403**  **Marketing Strategy and Decision-Making**  **(Sabnis)** |  |  | |
| **BT 435**  Social Networking: A Marketing Perspective **(Nickerson)** |  |  | |
| **BT 353**  **Introduction to Project Management (Lombardi)** |  |  | |
| **BT 333**  **Data Base Management (Morabito)** |  |  | |
| BT445  Virtual and physicalConsumer Behavior  (Madzharov) |  |  | |
| **BT419**  **Entrepreneurship Practicum**  **(Long)** |  |  | |
| **BT447**  **Creativity and Innovation (Chen Yan)** |  |  | |
| **BT 422**  **Decision making**  **(Dominick)** |  |  | |
| **BT 442**  **Fixed income analysis**  **(Bonini)** |  |  | |
| **BT 343**  **Intermediate macro-economics**  **(Saad-Lessler)** |  |  | |
| **BT 343**  **Intermediate macro-economics**  **(Saad-Lessler)** |  |  | |
| **BT 399 Independent study research** |  |  |
| ACC 431 Advanced Topics in Accounting |  |  |

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

**Goal 1: Objectives and Traits**

|  |  |
| --- | --- |
| Learning Goal 1: Communicate effectively in writing and oral presentations. | |
| **Learning Goal 1 has 2 Objectives, as follows:** | |
| **Objective 1:** | ***Students will be able to write effectively.*** |
| **Traits** |  |
| Trait 1: | Logical flow |
| Trait 2: | Grammar and sentence structure |
| Trait 3: | Spelling and word choice |
| Trait 4: | Development of ideas |
|  |  |
| **Objective 2:** | ***Students will be able to deliver presentations effectively.*** |
| **Traits** |  |
| Trait 1: | Organization and logic |
| Trait 2: | Voice quality |
| Trait 3: | Physical presence |
| Trait 4: | Use of slides to enhance communications |
| Trait 5: | Transitions/ Time Management/ Q/A |
|  |  |

**Explanation for indirect measurements:**

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

One option is observations. The observations will be structured. The observations will be done on a sample of students’ presentations and report writing, by CAL Faculty, during “BSB communication centered classes”. These classes have recently been updated.

Other options include exist surveys.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Goal 1Rubric** | | | | | | | | |  |
| **BSB – 1** | | **Students can communicate effectively in writing and oral presentations** | | | | | | |  |
| **Objective 1:** *Students will be able to write effectively* | | | | | | | | |  |
|  | | **Trait** | **Poor** | | | **Good** | | **Excellent** |  |
|  | | **Value** | **0** | | | **5** | | **10** |  |
| Trait 1: | | Logical flow | Unclear introduction or conclusion. Does not use a sequence of material to lead reader through the paper. Draws illogical conclusions | | | Develops ideas through effective use of paragraphs, transitions, opening and concluding statements. Generally well structured to suggest connection between sub-topics. | | Maintains clear focus, uses structure to build the paper's conclusions. Presents analysis using sequence of ideas, clarity of flow and continuous voice or point of view. |  |
| Trait 2: | | Grammar and sentence structure | Frequently uses inappropriate grammar and incomplete or poorly structured sentences which interfere with comprehension. | | | Generally complies with standard English and grammar and sentence usage. | | Sophisticated use of English language, using varied sentence structured, phrasing and cadence. Grammar is error-free |  |
| Trait 3: | | Spelling and word choice | Frequent misspellings. Poor or limited choice of words for expression ideas. | | | Has proofread or checked spelling, and uses vocabulary correctly. Minor errors. | | Demonstrates good use of words to support written expression of topic. Spelling is error-free. |  |
| Trait 4: | | Development of ideas | Many unsupported statements offered. Uses flawed or unclear reasoning. | | | Most statements supported, ideas explained with examples and written with sufficient explanation. | | Shows thoughtful reasoning and explores alternatives. Uses existing, supported ideas to develop well-formed, readable output. |  |
| **Criterion:** | **Does not meet expectations: 0 – 15; Meets: 16-30 ; Exceeds: 31-40** | | | | | | |  |
| **Objective 2** | *Students will be able to deliver presentations effectively* | | | | | | |  |
|  | **Trait** | | **Poor** | **Good** | | **Excellent** | |  |
|  | **Value** | | **0** | **5** | | **10** | |  |
| Trait 1: | Organization and logic | | Fails to introduce topic; no evidence of or poor logical flow of topic. | Prepares listeners for sequence and flow of topic. Loses place occasionally but flow and structure are still clear. | | Engages listeners with overview, guides listeners through connections between sections, and alerts audience to key details and concepts. | |  |
| Trait 2: | Voice Quality | | Cannot be heard or understood well due to volume, mumbling, speed, monotone delivery, and/or heavily accented English. | Clear delivery with well-modulated voice. Displays some confidence and enthusiasm, but may also contain flatter periods or sound overly rehearsed. | | Exemplary delivery, with a voice that sounds fully engaged, conveys enthusiasm and confidence, and relates to the audience well. | |  |
| Trait 3: | Physical Presence | | Turns away from audience or uses distracting gestures, such as pacing or tugging clothing. Speaker seems stiff, awkward or uncomfortable. Little eye contact. | Speaker is relaxed in front of the room and keeps distracting movements and gestures to a minimum. Generally faces audience and makes eye contact. | | Speaker’s body language is superb and fully engages the room. Strong, consistent eye contact to the entire audience. Uses confident gestures to underscore key verbal points. | |  |
| Trait 4: | Use of slides to enhance communications | | Misspelled, too busy, too much text, too many slides for allotted time, and/or poor use of graphics like charts. | Slides are readable, containing a reasonable amount of material per slide. Good use of graphics or illustrations. | | Slides are well written/designed, engaging to the audience, and used as support to verbal content presentation. | |  |
| Trait 5: | Transitions Time Management Q&A | | Transitions are awkward or non-existent. Speakers go over time limits. Answers are disorganized or non-responsive. | Transitions are smooth. Speakers generally stay within time limits. Speakers respond to questions well and provide sufficient response. | | Transitions are professional and very smooth. Speakers respond convincingly and address all aspects of question. | |  |
| **Criterion:** | **Does not meet expectations: 0 – 19; Meets: 20-35 ; Exceeds: 36-50** | | | | | | |  |
|  |  | | | | | | |  |

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

**See traits lower down**

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

In addition, 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.

**Explanation for indirect measurements:**

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

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

# RUBRIC

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

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

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

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

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

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

**Explanation for indirect measurements:**

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

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

# 3. RUBRICS

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

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

The results of the initial learning goal assessments carried out to date are included below.

**Explanation**

Each learning 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 learning 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.

**Additionally, as described above,** indirect measurements will be taken at periodic intervals for all goals. Depending on the measurement chosen a diagnostic tool will be selected for analysis.

The indirect measures for Goal 2 teamwork skills include interviews. The interviews in Fall 2021 were structured, with representative team members. The structured interview gathered information about the key competencies. The responses were subjected to a content analysis to identify underlying themes. Other options for future consideration include exist surveys and Employer/ supervisor feedback about the interns’ teamwork skills.

Additionally, for Goal 1, communication skills, one option is observations. The observations will be structured. The observations will be done on a sample of students’ presentations and report writing, by CAL Faculty, during “BSB communication centered classes”. These classes have recently/ are currently being adapted. Other options include exist surveys.

Finally, the indirect measure for Goal 3 - Students will be able to formulate and articulate plans to align business and IT could include: competitions, exit surveys, alumni surveys, advisory council feedback, employer input, career fair feedback, focus groups, interviews.

**School of Business**

**RESULTS OF AACSB LEARNING GOAL DIRECT ASSESSMENT**

**Results for Fall 2021 will appear by learning goal (in a separate file) for example:**

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

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

**ASSESSMENT DATE:**

**ASSESSOR:**

**NUMBER OF STUDENTS & COURSE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning 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** | | |  |
| **Learning 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:**

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

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

**ASSESSMENT DATE: ASSESSOR:**

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

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

**COMMENTS:**

**REMEDIAL ACTIONS:**

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

**ASSESSMENT DATE: ASSESSOR:**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning 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) |  |  |  |