Stevens Institute of Technology

School of Business

**AACSB  
ASSURANCE OF LEARNING PLAN**

Learning Goal Assessment Guide

**Master of Science in Enterprise Project Management**

**LEARNING GOAL # 4**

**Student understands how to influence and lead enterprise projects.**

**Responsibility: Zvi Aronson**

December 2018

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# Learning Goal Assessment Guide

This guide documents the assessment process for one of the four learning goals in the Master of Science in Enterprise Project Management (EPM) program. The assessment process is done in accordance of the Assurance of Learning (AoL) plan for the EPM program.

# Learning Goals

The Learning Goals for the EPM program are listed below. The first two learning goals cover general skills and are common across the following programs within the School of Business: MS in Management, MS in Information Systems, MS in Telecommunications Management, MS in Technology Management and the MBA. The last two goals are program-specific and cover topics related to project management.

1. Our students can communicate effectively in writing and oral presentations.
2. Our students will interact effectively in teams.
3. Student understands and is able to develop a plan that shows how an enterprise project creates value for its stakeholders.
4. Student understands how to influence and lead enterprise projects.

An ethics lecture is included as part of MGT 609 *Project Management Fundamentals*. The lecture covers both general business ethics issues as well as issues specifically faced by project managers.

# Learning Goal Introduction

This guide covers Learning Goal #4: Student understands how to influence and lead enterprise projects.

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

**Explanation**

The learning goal is measured using a rubric that 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 the learning goal objective.

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 the 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 to improve content or pedagogy changes for the next time the course is given.

**Learning Objectives and Traits**

The following table shows the traits for the Howe School’s project leadership assessment.

Objective 1: Student understands how to influence and lead enterprise projects.

|  |  |
| --- | --- |
| Trait 1 | Understanding of individual difference factors impacting personal effectiveness as a project /program leader |
| Trait 2 | Self-awareness |
| Trait 3 | Personal development planning |
| Trait 4 | Leadership and influence skill application |

# Rubric

**Learning Goal**

Student understands how to influence and lead enterprise projects.

**Goal Owner**

Zvi Aronson

**Rubric**

**Trait**

**Poor**

**Good**

**Excellent**

**Value**

**0**

**5**

**10**

Trait 1

Understanding of individual

difference factors impacting personal

effectiveness as a project /program

leader

Unable to define and describe relevant

personality facets, attitudes and behaviors

Understands key constructs and their

implications for project /program

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 personally

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 project 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

Trait 4

Leadership and influence skill

application

Unable to define and describe key skills

impacting project leader and interpersonal

effectiveness

Accurately describes and applies behavioral

principles of project leader effectiveness to

assess his or her own behavior as well as

the effectiveness of others

Demonstrates an in-depth and nuanced

understanding of behavioral principles and

their application to real life leadership

challenges. Identifies ways in which skills

are inter-related and when appropriate

contextual factors impacting when and how

they are applied

**Criterion:**

**0-19: Does not meet expectations**

**20-29: Meets expectations**

**30-40: Exceeds expectations**

**Learning Goal #4**

# Assessment Process

A representative sample of EPM students will be assessed in MGT 612 *Human Side of Project Leadership*. The 4 traits will be assessed by reviewing the students’ skills analysis papers.

|  |  |  |
| --- | --- | --- |
| **Where & When Measured?** | **How Measured?** | **Criterion** |
| Students in MGT 612 will be assessed on the extent they understand how to influence and lead enterprise projects by the professor | Student’s individual Skills analysis papers will be used as the basis for the assessment using the rubric attached. Individual students will be assessed on their understanding of how to influence and lead enterprise projects. | If the grand mean of the assessment results is less than 20 Pts on the dimension (see attached rubric), remedial action will be taken. |

# Implementation: Summary Results

**LEARNING GOAL #: 4 Our Students understands how to influence and lead enterprise projects**

**ASSESSMENT DATE: Spring, 2013 ASSESSOR: Zvi Aronson**

**NO. OF STUDENTS TESTED: 5 with all data available. Course: MGT 612**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectat-ions** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Avg. Grade on Trait** |
| **1:** Knowledge of individual difference factors impacting team leadership effectiveness |  | 3 | 2 | 8.6 |
| **2:** Self-awareness |  | 3 | 2 | 8.4 |
| **3:** Personal development planning |  | 2 | 3 | 8.4 |
| **4:**  Leadership and influence skill application |  | 3 | 2 | 6.6 |
| **Average Grade** | | | | **8** |

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

**COMMENTS:**

The students met or exceeded expectations on **understanding how to influence and lead enterprise projects**.

**REMEDIAL ACTIONS:**

No remedial actions necessary. This is course is going well, e.g., based on comments from students, the course continues to be a robust experience.

See Appendix for students’ comments on MGT 612 Spring 2013.

**6b. LEARNING GOAL #: 4 Our Students understands how to influence and lead enterprise projects**

**ASSESSMENT DATE: Fall, 2013 ASSESSOR: Zvi Aronson**

**NO. OF STUDENTS TESTED: 20 with all data available. Course: MGT 612**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectat-ions** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Avg. Grade on Trait** |
| **1:** Knowledge of individual difference factors impacting team leadership effectiveness |  | 14 | 6 | 8.50 |
| **2:** Self-awareness |  | 14 | 6 | 8.40 |
| **3:** Personal development planning |  | 14 | 6 | 8.40 |
| **4:**  Leadership and influence skill application |  | 18 | 2 | 7.60 |
| **Average Grade** | | | | **8.20** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category** *(Based on Average score across all traits)* | **0** | **12** | **8** |
| **Students meeting or exceeding expectations:** | | **100%** | |

**COMMENTS:**

The students met or exceeded expectations on **understanding how to influence and lead enterprise projects**.

**REMEDIAL ACTIONS:**

No remedial actions are needed. This course is running well, e.g., the students’ comments illustrate that the course remains a robust experience.

See Appendix for students’ comments on MGT 612 Fall 2013.

# 6.c.Implementation: Summary Results for Spring 2014

**LEARNING GOAL #: 4 Our Students understands how to influence and lead enterprise projects**

**ASSESSMENT DATE: Spring, 2014 ASSESSOR: Zvi Aronson**

**NO. OF STUDENTS TESTED: 19 with all data available. Course: MGT 612**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectat-ions** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Avg. Grade on Trait** |
| **1:** Knowledge of individual difference factors impacting team leadership effectiveness |  | 13 | 6 | 8.50 |
| **2:** Self-awareness |  | 13 | 6 | 8.35 |
| **3:** Personal development planning |  | 14 | 5 | 8.40 |
| **4:**  Leadership and influence skill application |  | 17 | 2 | 7.55 |
| **Average Grade** | | | | **8.22** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category** *(Based on Average score across all traits)* | **0** | **12** | **7** |
| **Students meeting or exceeding expectations:** | | **100%** | |

**COMMENTS:**

The students met or exceeded expectations on **understanding how to influence and lead enterprise projects**.

**REMEDIAL ACTIONS:**

Remedial actions are not needed. This course is being implemented well, e.g., the students’ feedback demonstrate that the course remains a worthwhile learning experience.

See Appendix for students’ comments on MGT 612 Spring 2014.

**6.d.Implementation: Summary Results for Summer 2014**

**LEARNING GOAL #: 4 Our Students understands how to influence and lead enterprise projects**

**ASSESSMENT DATE: Summer, 2014 ASSESSOR: Zvi Aronson**

**NO. OF STUDENTS TESTED: 20 with all data available. Course: MGT 612 CU**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectat-ions** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Avg. Grade on Trait** |
| **1:** Knowledge of individual difference factors impacting team leadership effectiveness |  | 17 | 3 | 8.48 |
| **2:** Self-awareness |  | 15 | 5 | 8.34 |
| **3:** Personal development planning |  | 15 | 5 | 8.39 |
| **4:**  Leadership and influence skill application |  | 19 | 1 | 7.54 |
| **Average Grade** | | | | **8.19** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category** *(Based on Average score across all traits)* | **0** | **13** | **7** |
| **Students meeting or exceeding expectations:** | | **100%** | |

**COMMENTS:**

The students met or exceeded expectations on **understanding how to influence and lead enterprise projects**.

**REMEDIAL ACTIONS:**

Remedial actions are not necessary. This course is being executed well, e.g., the scholars’ feedback exhibits that the course remains a meaningful learning experience.

See Appendix for students’ comments on MGT 612CU Summer

# 6. e. Implementation: Summary Results for Spring 2015

**LEARNING GOAL #: 4 Our Students understands how to influence and lead enterprise projects**

**ASSESSMENT DATE: Spring, 2015 ASSESSOR: Zvi Aronson**

**NO. OF STUDENTS TESTED: 18 with all data available. Course: MGT 612**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectat-ions** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Avg. Grade on Trait** |
| **1:** Knowledge of individual difference factors impacting team leadership effectiveness |  | 13 | 5 | 8.49 |
| **2:** Self-awareness |  | 11 | 7 | 8.36 |
| **3:** Personal development planning |  | 12 | 6 | 8.40 |
| **4:**  Leadership and influence skill application |  | 15 | 3 | 7.61 |
| **Average Grade** | | | | **8.22** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category** *(Based on Average score across all traits)* | **0** | **11** | **7** |
| **Students meeting or exceeding expectations:** | | **100%** | |

**COMMENTS:**

The scholars met or exceeded expectations on **understanding how to influence and lead enterprise projects**.

**REMEDIAL ACTIONS:**

Remedial actions are not called for. This course is being employed well, e.g., the graduate students’ feedback illustrates that the course remains a valuable learning experience.

See Appendix for students’ comments on MGT 612 Spring 2015.

# 6. f. Implementation: Summary Results for Fall 2015

**LEARNING GOAL #: 4 Our Students understands how to influence and lead enterprise projects**

**ASSESSMENT DATE: Fall, 2015 ASSESSOR: Zvi Aronson**

**NO. OF STUDENTS TESTED: 25 with all data available. Course: MGT 612**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectat-ions** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Avg. Grade on Trait** |
| **1:** Knowledge of individual difference factors impacting team leadership effectiveness |  | 19 | 6 | 8.39 |
| **2:** Self-awareness |  | 18 | 7 | 8.24 |
| **3:** Personal development planning |  | 21 | 4 | 8.10 |
| **4:**  Leadership and influence skill application |  | 22 | 3 | 7.18 |
| **Average Grade** | | | | **7.98** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category** *(Based on Average score across all traits)* | **0** | **21** | **4** |
| **Students meeting or exceeding expectations:** | | **100%** | |

**COMMENTS:**

The scholars met or exceeded expectations on **understanding how to influence and lead projects**. However, the scores were lower than in previous years. Analyses show that this might be due to increase in international students from China.

**REMEDIAL ACTIONS:**

This course is being employed well, e.g., the graduate students’ feedback illustrates that the course remains a valuable learning experience. Remedial actions will target in particular the Chinese students. See Appendix for students’ comments on MGT 612 Fall 2015.

# 6. g. Implementation: Summary Results for Fall 2016

**LEARNING GOAL #: 4 Our Students understands how to influence and lead enterprise projects**

**ASSESSMENT DATE: Fall, 2016 ASSESSOR: Zvi Aronson**

**NO. OF STUDENTS TESTED: 19 with all data available. Course: MGT 612**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectat-ions** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Avg. Grade on Trait** |
| **1:** Knowledge of individual difference factors impacting team leadership effectiveness |  | 15 | 4 | 8.31 |
| **2:** Self-awareness |  | 16 | 3 | 8.25 |
| **3:** Personal development planning |  | 17 | 2 | 8.11 |
| **4:**  Leadership and influence skill application |  | 18 | 1 | 7.19 |
| **Average Grade** | | | | **7.97** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category** *(Based on Average score across all traits)* | **0** | **16** | **3** |
| **Students meeting or exceeding expectations:** | | **100%** | |

**COMMENTS:**

The scholars generally met or exceeded expectations on **understanding how to influence and lead projects**. Nevertheless, the results were overall lower than in previous years. Analyses show that this can be attributed to a rise in international students from the Far East.

**REMEDIAL ACTIONS:**

This course is being implemented nicely, e.g., the graduate students’ remarks exemplify that the class is an important educational experience. Remedial actions will target in particular the students from the Far East, by enhancing experiential activities involving Self-awareness and by providing more guidance for the purpose of Leadership / Personal development planning. See Appendix for students’ comments on MGT 612 2016.

# 6. h. Implementation: Summary Results for Fall 2017

**LEARNING GOAL #: 4 Our Students understands how to influence and lead enterprise projects**

**ASSESSMENT DATE: Fall, 2017 ASSESSOR: Zvi Aronson**

**NO. OF STUDENTS TESTED: 21 with all data available. Course: MGT 612**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectat-ions** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Avg. Grade on Trait** |
| **1:** Knowledge of individual difference factors impacting team leadership effectiveness |  | 17 | 4 | 8.30 |
| **2:** Self-awareness |  | 18 | 3 | 8.24 |
| **3:** Personal development planning |  | 19 | 2 | 8.10 |
| **4:**  Leadership and influence skill application |  | 20 | 1 | 7.10 |
| **Average Grade** | | | | **7.94** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category** *(Based on Average score across all traits)* | **0** | **17** | **4** |
| **Students meeting or exceeding expectations:** | | **100%** | |

**COMMENTS:**

The scholars generally met expectations on **understanding how to influence and lead projects**. Still, the findings were generally lower than in prior years. An examination showed that this can be explained by another increase in international students, for which English is a second language, from the Far East.

**REMEDIAL ACTIONS:**

This class is being executed properly, e.g., the graduate learners’ comments epitomize that the lectures are an important learning experience. Remedial activities will aim in particular to center on the large body of students from the Far East, by boosting experiential learning that include Self-awareness and by making available more coaching for the goal of Leadership / Personal development planning. See Appendix for students’ comments on MGT 612 2017.

# 6. I. Implementation: Summary Results for Fall 2018

**LEARNING GOAL #: 4 Our Students understands how to influence and lead enterprise projects**

**ASSESSMENT DATE: Fall, 2018 ASSESSOR: Zvi Aronson**

**NO. OF STUDENTS TESTED: 23 with all data available. Course: MGT 612**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet Expectat-ions** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Avg. Grade on Trait** |
| **1:** Knowledge of individual difference factors impacting team leadership effectiveness |  | 19 | 4 | 8.29 |
| **2:** Self-awareness |  | 18 | 5 | 8.25 |
| **3:** Personal development planning |  | 20 | 3 | 8.11 |
| **4:**  Leadership and influence skill application |  | 22 | 1 | 7.09 |
| **Average Grade** | | | | **7.93** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category** *(Based on Average score across all traits)* | **0** | **18** | **5** |
| **Students meeting or exceeding expectations:** | | **100%** | |

**COMMENTS:**

**In terms of understanding how to influence and lead projects,** the graduate students generally met expectations. Yet, the results were overall lower than in earlier years. An inspection showed that this can be rationalized by and additional increase in students who are international - from the Far East, for whom English is a second language.

**REMEDIAL ACTIONS:**

This class is being implemented well, e.g., the graduate students’ feedback exemplify that the course lectures are a valuable learning experience. Remedial actions will aim, especially, to center on the large group of scholars from the Far East, by enhancing experiential learning that comprises Self-awareness and, by offering more mentoring for the goal of Leadership / Personal development planning. See Appendix for students’ comments on MGT 612 2018.

# Continuous Improvement

The EPM Academic Committee will meet annually to evaluate the results. The Committee will:

1. Evaluate the assessment plan results. If fewer than 85% of the students meet or exceed the criteria then a remedial plan is required. The remedial plan will review the learning goal, the assessment plan, the rubric and the course content and make recommendations for improvement.
2. Review curriculum changes. The Committee will review courses that have been significantly modified or added to the curriculum to assess their impact on the learning goals. A revised or new assessment plan and rubric may be required based on curriculum changes.

# Assessment Exercises

In Spring 2013, the faculty adopted assignments – the Skills Analysis and Development Paper from MGT 612 *Human Side of Project Leadership* for the assessment of this learning goal. We used this assessment in Spring and Fall 2013 in Spring 2014 and Summer 2014 at CUFE, and Spring as well as fall 2015-2016.

The Skills Analysis and Development Paper is an assessment of the student’s strengths and development opportunities in relation to the traits assessed – see rubric.

# 9. OUTCOMES: EPM LEARNING GOAL AFTER 6 ROUNDS OF ASSESSMENT

The following table shows the average scores on each goal objective for the last 5 semesters.

|  |  |
| --- | --- |
|  | Objective 1  Influence and lead enterprise projects |
| Spring 2013 | 8.00 |
| Fall 2013 | 8.20 |
| Spring 2014 | 8.22 |
| Summer 2014 (CUFE) | 8.19 |
| Spring 2015 | 8.22 |
| Fall 2015 | 7.98 |
| Fall 2016 | 7.97 |
| **Fall 2017** increase in international students from the Far East | 7.94 |
| **Fall 2018** continued surge in international students from the Far East | 7.93 |

# 10. CLOSE LOOP PROCESS – CONTINUOUS IMPROVEMENT RECORD

**Assurance of Learning**

**Assessment/Outcome Analysis**

**Close Loop Process - Continuous Improvement Record**

**Program:** Master of Science in Enterprise Project Management

**Goal 4:** Student understands how to influence and lead enterprise projects.

**Goal Owner:** Zvi Aronson

**Where Measured:** Students in **MGT 612** will be assessed on the extent they understand how to influence and lead enterprise projects by the professor

**How Measured:** Student’s individual Skills analysis and development papers will be used as the basis for the assessment using the rubric attached. Individual students will be assessed on their understanding of how to influence and lead enterprise projects.

**Closing the Loop: Actions taken on specific objectives**

|  |  |
| --- | --- |
| **Objective 1** | **Our Students understand how to influence and lead enterprise projects** |
| **When Assessed:** | **Fall 2018** |
| **Remedial Action** | **This class is being well implemented, e.g., the students’ feedback exemplifies that the course lectures are a valuable learning experience. Remedial actions will aim, especially, to center on the large group of scholars from the Far East, by enhancing experiential learning that comprises Self-awareness and, by offering more mentoring for the goal of Leadership / Personal development planning.** |
| **Outcome from previous assessment:** | **Overall results from the changes made this semester yielded the consequences we were expecting in several sections of the Rubric and the grand total score. The results were largely good, however lower than in earlier years. An inspection illustrates that this could - Far East (e.g. China).** |
| **When Assessed:** | **Fall 2017** |
| **Remedial Action** | This class is being executed properly, e.g., the graduate learners’ comments epitomize that the lectures are an important learning experience. Remedial activities will aim in particular to center on the large body of students from the Far East, by boosting experiential learning that include Self-awareness and by making available more coaching to facilitate Leadership / Personal development planning. |
| **Outcome from previous assessment:** | The general findings from adaptations made this semester generated the outcomes we were awaiting, in several parts of the Rubric and the grand total score. The findings were generally good, yet lower than in preceding years. An investigation shows that this can be as a result of another increase in international students from the Far East (e.g. China). |
| **When Assessed:** | **Fall 2016** |
| **Remedial Action** | This course is being implemented nicely, e.g., the graduate students’ remarks exemplify that the class is an important educational experience.  Additional improvements are still needed and will target, in particular, the students from the Far East by increasing experiential activities involving Self-awareness and by, e.g., providing more guidance for the purpose of Leadership / Personal development planning. |
| **Outcome from previous assessment:** | The overall results from changes made this semester produced the effects we were anticipating, in many elements of the Rubric and the grand score. The results were overall better than in 2015, yet lower than in previous years. Analyses show that this can be attributed to a rise in international students from the Far East. |
| **Objective 1** | **Our Students understand how to influence and lead enterprise projects** |
| **When Assessed:** | **Spring 2015** |
| **Remedial Action** | Remedial actions are not called for. This course is being employed well, e.g., the graduate students’ feedback illustrates that the course remains a valuable learning experience. |
| **Outcome from previous assessment:** | The students met or exceeded expectations on understanding how to influence and lead enterprise projects. The Skills Analysis and Development Paper from MGT 612, Leading People and Projects, was embraced for the evaluation of this learning goal in MGT 612 on campus.  The Paper is a measurement of the student’s strengths and development opportunities in relation to the traits assessed, including, Knowledge of individual difference factors impacting team leadership effectiveness; Self-awareness; Personal development planning; Leadership and influence. |
| **Objective 1** | **Our Students understands how to influence and lead enterprise projects** |
| **When Assessed:** | *Summer 2014* |
| **Remedial Action** | Corrective actions are not necessary. This course is being executed well, e.g., the CUFE scholars’ feedback exhibits that the course is a meaningful learning experience. |
| **Outcome from previous assessment:** | The students met or exceeded expectations on understanding how to influence and lead enterprise projects. The Skills Analysis and Development Paper from MGT 612, Leading People and Projects, was adopted for the assessment of this learning goal in MGT 612 CU, delivered in China.  The Paper is an assessment of the student’s strengths and development opportunities in relation to the traits measured, including, Knowledge of individual difference factors impacting team leadership effectiveness; Self-awareness; Personal development planning; Leadership and influence. |
| **Objective 1** | **Our Students understands how to influence and lead enterprise projects** |
| **When Assessed:** | *Spring 2014* |
| **Remedial Action** | Remedial actions are not needed. This course is being implemented well, e.g., the students’ feedback, demonstrate that the course remains a worthwhile learning experience. |
| **Outcome from previous assessment:** | The students met or exceeded expectations on understanding how to influence and lead enterprise projects. The Skills Analysis and Development Paper from MGT 612, Leading People and Projects, was used for the assessment of this learning goal.  The Paper is an assessment of the student’s strengths and development opportunities in relation to the traits measured, including, Knowledge of individual difference factors impacting team leadership effectiveness; Self-awareness; Personal development planning; Leadership and influence. |
| **Objective 1** | **Our Students understands how to influence and lead enterprise projects** |
| **When Assessed:** | *Fall 2013* |
| **Remedial Action** | *No remedial actions are needed. This course is running well, and, e.g., the students’ comments illustrate that the course remains a robust learning experience.* |
| **Outcome from previous assessment:** | The students met or exceeded expectations on **understanding how to influence and lead enterprise projects**.  The faculty continued to use the Skills Analysis and Development Paper from MGT 612 *Leading People and Projects* for the assessment of this learning goal.  The Skills Analysis and Development Paper is an assessment of the student’s strengths and development opportunities in relation to the traits assessed, including, Knowledge of individual difference factors impacting team leadership effectiveness; Self-awareness; Personal development planning; Leadership and influence. |
| **When Assessed:** | *Spring 2013* |
| **Remedial Action** | *No remedial actions necessary. This course is going well, e.g., based on comments from students, the course continues to be a robust experience.* |
| **Specific Steps taken in Spring 2013** | None. The students met or exceeded expectations on **understanding how to influence and lead enterprise projects**.  The faculty adopted assignments – the Skills Analysis and Development Paper from MGT 612 *Human Side of Project Leadership* for the assessment of this learning goal.  The Skills Analysis and Development Paper is an assessment of the student’s strengths and development opportunities in relation to the traits assessed, including, Knowledge of individual difference factors impacting team leadership effectiveness; Self-awareness; Personal development planning; Leadership and influence. |

APPENDIX – Students’ feedback on MGT 612

**2018**

**To: Zvi Aronson**

**From:** Daniel Delgado <ddelgado@stevens.edu>   
**To:** Zvi Aronson  
**Subject:** RE: Submission: Daniel Delgado, Skills Development Paper, MGT -612-A

Professor, Thank you for the feedback! I enjoyed taking your class and will take the skills I learned with me throughout my career. Thanks, Dan

**2016**

**> To: Zvi Aronson**

**> Subject: Skills Development Plan**

**>**

**> Hello Professor,**

**> I have attached my Skills Development Plan, final paper as well as**

**> submitted it within the Assignments section.**

**> I truly enjoyed your class and the topics it covered. I feel it will**

**> have a positive change for me and I will continue to practice and**

**> demonstrate what I have learned.**

**>**

**> Thank you, Donata**

**Johnson & Johnson**

**Fall 2015**

**Sent: Wednesday, December 09, 2015 7:47 PM  
To: Zvi Aronson  
Subject: Matt Larangera Skills Development Paper 612**

**Professor,**

**I attached both Word and PDF versions since I prefer the look of the PDF sharpness. I felt like the assignment was a great conclusion to the U Inc. paper and I really enjoyed working on both.**

**Thank you for all the lessons you provided in the classroom as well as life this semester! I will highly recommend your class to anyone I encounter that is pursuing a high-quality MBA degree.**

**Thank you, Matt**

**Spring 2015**

**From**: ccon@comcast.net

**Sent:** Tuesday, April 28, 2015 12:30 AM  
**To:** Zvi Aronson  
**Subject:** MGT 612 - Skills Development Paper

Hello Professor Aronson,

I want to thank you for all your support and information this semester. I enjoyed your course and learned valuable information that I will utilize throughout my career and life.

 Regards

**Anonymous feedback – Sample**

What I primarily appreciated about this course was the group discussion and obtaining and being able to provide feedback both personally and professionally. A lot was retained and which I believe I can implement in the near future.

The professor is very kind and skilled.

**Summer 2014 - CUFE**

**From: sji2 [mailto:sji2@stevens.edu]   
Sent: Tuesday, July 08, 2014 8:38 AM  
Subject: MGT612 Final Assignment**

**Dear Professor:**

**I'm Ji Shuye, and this is my Final Assignment for MGT 612.**

**Thanks for your lessons, you are a really charming professor.**

**And the course really helps me a lot. I was first shocked by the result of my 360 feedback: the result is totally different from what I expected! But later I realized that this is just what I need to improve!**

**I was so glad that I have the honor to be your student.**

**Best,Saul**

**From: ygao17 [mailto:ygao17@stevens.edu]   
Sent: Monday, July 07, 2014 5:36 AM  
Subject: Assignment ---Gao Yunjie**

**Dear professor,**

**My name is Gao Yunjie, This is My assignment about VertualMentor, I'm very honored to attend your courses and write this assignment. It will be very useful for me in my next life.**

**Thank you .Sincerely yours ,Gao Yunjie**

**Spring 2014**

**From: Mark Foster [mailto:mfoster@stevens.edu]   
Sent: Sunday, February 23, 2014 6:20 PM  
Subject: U Inc Paper**

**Dr. Aronson,**

**…I believe the paper to be a thorough and comprehensive analysis of my leadership skills and abilities up to this point. I found this assignment to be especially valuable as it provided me with significant insights about myself that I did not previously possess.**

**I very much appreciate your guidance through the material presented in the Mgt 612 course, it is enlightening, informative, and extremely relevant.**

**Sincerely, Mark A. Foster,**

**Astro Aerospace Director of Engineering**

**Anonymous feedback - Sample**

**Prof. Aronson was terrific. He provided timely feedback. Was very detailed with each assignment and what he expected. Very positive and made the class very fun. I liked the course content and course structure the professor used.**

**Fall 2013**

**From: Linda Zinn (lndznn@verizon.net)  
Sent: Monday, December 02, 2013  
To: Zvi Aronson  
Subject: MGT 612**

**… As I worked through the skills analysis paper I was amazed at the patterns that were identified and what I learned about myself by forcing myself to think through my mission, vision and values. I was equally amazed as I worked through the process to define the skill improvement plan. By the end, I found myself excited about being able to improve in areas that I now realize were actually impacting my happiness, my performance and in some cases even possibly hindering my career progression.**

**This has been a very valuable course…I am excited to work on my improvement plan and see the changes it will bring. Thank you for offering the course and allowing us a change to improve on our most valuable asset – ourselves.**

**Linda Zinn**

**Verizon**

**From: myang226@gmail.com [mailto:myang226@gmail.com] On Behalf Of Min Yang  
Sent: Sunday, October 13, 2013  
To: Zvi H. Aronson  
Subject: Re: MGT 612 skill analysis paper**

**Dr. Aronson,**

**Thank you for the fast response and your constructive feedback.  I found this class to be very beneficial in terms of improving self-awareness and enhancing better understanding of managerial effectiveness. Every time when I receive your feedback files, I am always anxious to review the comments in CAPITAL LETTERS.**

**Sincerely, Min Yang**

**From: rgerlack [mailto:rgerlack@stevens.edu]   
Sent: Monday, December 09, 2013  
To: Zvi Aronson  
Subject: Skill development paper**

**Professor, Good evening. Please see the attached document is the Skills Development final paper. Thank you for a wonderful semester, I look forward to completing my graduate certificate in project management.**

**Regards, Ross Gerlack, Con Edison**

**Spring 2013**

**From: Victoria Berezhnaya [mailto:victoria1505@gmail.com]**

**Sent: Saturday, April 20, 2013 3:16 PM**

**To: Zvi Aronson**

**Subject: MGT612: Skill Analysis and Development Papers**

**Professor,**

**Please see my Skill Development Paper attached.**

**I also wanted to use this email to thank you for this course. I thought that the material covered and the two papers we had to write were very beneficial to my long term development as a leader and a manager. Have a good summer.**

**Assistant Program Manager**

**Kulite Semiconductor Products**

**Leonia, NJ**

**From: Brinkley, DeNard [mailto:DeNard.Brinkley@VerizonWireless.com]   
Sent: Wednesday, April 17, 2013 3:24 PM  
To: Zvi H. Aronson   
Subject: MGT 612 Class**

**Hi Professor,**

**Just wanted to let you know that it has been a very insightful and great experience taking your class. I have learned some invaluable leadership skills that I hope will take me to the next level. I appreciate your support and your wealth of knowledge. You provided some great feedback regarding our group assignments and personal papers.**

**I hope to get another opportunity to take another one of your classes. This has been a most enjoyable learning experience.**

**Thank you very much**

**PM, Verizon Wireless**

**From: Yash Sangani [**[**mailto:ysangani@stevens.edu**](mailto:ysangani@stevens.edu)**]  
Sent: Tuesday, December 05, 2017 2:37 AM  
To: Zvi Aronson <**[**zaronson@stevens.edu**](mailto:zaronson@stevens.edu)**>  
Subject: MGT 612 Skills Development Paper**

**I would like to thank you for your patience and hard work that you have put in to making MGT 612 the most enjoyable class I have attended in my life. Your explanations, course structure, and presentations were impeccable and the interactions during class were very enjoyable. Through your class, I have gained a thorough understanding of what traits and values you need to become a leader and the ways I can improve myself to become one.**

**Once again, thank you very much for your effort and for the knowledge you have imparted to me.**

**Thank you. Yash Sangani**