Stevens Institute of Technology

School of Business

**AACSB
ASSURANCE OF LEARNING PLAN**

**Master of Business Administration**

**(MBA)**

August 2021

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

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**The Business School and MBA Vision/Mission Statements**

**Stevens Institute of Technology, School of Business Vision**
 To be a leading business school widely recognized for superior technology-focused and student-centric educational programs and research

**Master of Business Administration (MBA) Mission**We will be leaders in the creation and dissemination of knowledge that drives successful innovation in products, processes and services.

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

**Table 1: Learning Goals for the Master of Business Administration in Management Program.**

|  |  |
| --- | --- |
| **SCHOOL OF BUSINESS/MBA COMMON LEARNING GOALS** | **MBA Learning Goals** |
| HS - 1: Students can communicate effectively in written and oral presentations. | MB - 1: Students can communicate effectively in written and oral presentations.  |
| HS - 2: Students can interact effectively in teams | MB - 2: Students can interact effectively in teams  |
| HS - 3: Students understand how a firm uses technology for competitive advantage in satisfying its business strategy. | MB - 3: Students will be able to develop and analyze descriptive, predictive, and prescriptive models using software tools to aid in decision-making  |
| HS - 4: Students will have the ability to engage in creative problem-solving | MB - 4: Students will be able to develop and analyze descriptive, predictive, and prescriptive models using software tools to aid in decision-making. |

# 2. MBA ASSURANCE OF LEARNING ASSESSMENT PLAN

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

| **LEARNING GOAL** | **Where & When Measured?** **[Only courses with major alignment with the goal are noted]** | **How Measured?** |
| --- | --- | --- |
| 1- Students can communicate effectively in written and oral presentations.  | Embedded in design assignment in most required courses and specifically evaluated in FIN 623 Financial Management (Oral) and in MGT 635 Managerial Judgment & Decision Making (Written) | Sampling: All MBA Students Description: FIN 623 and MGT 635 contain academic assignments that serve as vehicles for oral presentation and writing evaluation respectively. The assessments are performed by faculty from the College of Arts & Letters (CAL) using Learning Goal 1, Rubric 1 and Learning Goal 2, Rubric 2. |
| 2- Students can interact effectively in teams  | Embedded in design assignment in most required courses and specifically evaluated in MGT 699 Strategic Management  | Sampling: All MBA Students Description: The assessment is a based upon peer evaluations of team leadership behaviors, *facilitating task accomplishment and facilitating relationship building.*The ratings are provided in the context of a team project. |
| 3- Students will be able to develop and analyze descriptive, predictive, and prescriptive models using software tools to aid in decision-making | Embedded in design assignments in BIA 600 Business Analytics: Data, Models & Decisions | Sampling: All MBA Students Description: The assessments include a Midterm Exam (Multiple choice, open ended questions), a Final Exam (Multiple choice, open ended questions), and a Final Project  |
| 4- Students will have the ability to engage in analytic problem-solving | Embedded in design assignment in MGT 699 Strategic Management | Sampling: All MBA Students Description: Students solve complex problems involving organization strategy issues using a structured problem solving approach. The structured nature of the approach helps learners appreciate how basic analytical framework can remain helpful across unique challenges. |

**3. MBA CURRICULUM ALIGNMENT MAP**

**Table 3: MBA Curriculum Alignment Map – Goals 1 Through 4**

Courses/exercises used in the assessment of each goal are shown in bold and highlighted.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **GOALS**[Owner] | **1. Students can communicate effectively in written and oral presentations.** **[Stein & Dominick (written); Stein (oral)]**  | **2. Students can interact effectively in teams** **[Aronson]** | **3. Students will be able to develop and analyze descriptive, predictive, and prescriptive models using software tools to aid in decision-making. [Vazacopoulous]** | **4. Students will have the ability to engage in analytic problem-solving.** **[Tribo]** |
| **Where measured****MBA courses** | **MGT 635 Managerial Judgment & Decision Making and FIN 623 Financial Management** | **MGT 699 Strategic Management** | **BIA 600 Business Analytics: Data, Models & Decisions** | **MGT 699 Strategic Management** |
| **FIN 600 Financial & Managerial Accounting [Biagi]**  |  |  | Utilize Excel formulas and models pertaining to present value concepts for purposes of valuing assets and making appropriate business decisions. | There is extensive use of analytic thinking in this course. Analyzing accounts and costs is critical to mastering the material. Additionally, there is considerable time spent on using financial information and reports to ascertain performance, determine operational costs and pricing and the process of investment decision making.  |
| **MGT 606 Economics for Managers [Saad-Lessler]** | Students submit video presentations where they identify current events articles relevant to what we learned in class and produce a video presentation explaining what the article discusses and it relationship to the curriculum. This exercise provides students with an opportunity to work on their communication skills | Students work in teams to solve problems as part of every class. Bridge exercises are assigned after each concept is taught and students are broken up into teams. Members of each team work together to work out the exercises. This builds up their teamwork skills and teaches them to interact with and work with others. |  | Students submit video presentations where they identify current events articles relevant to what we learned in class and produce a video presentation explaining what the article discusses and it relationship to the curriculum. This exercise forces students to synthesize what they learn in class and find an application of concepts in real life. This is an exercise that builds up their analytical skills. |
| **MGT 612 Leading Development [Dominick]**  | Students must prepare two papers. The skills analysis paper requires that they integrate personal assessment data with course theories, principles and concepts in order analyze their leadership skills and create plans for developing. The second paper is a Development plan report in which they must report on their development progress in relation to goals they established | This course relies heavily upon experiential and collaborative learning models to help people develop skills in relation to influencing, conflict management, interpersonal communication and team leadership in general. It' focuses most specifically on how those team skills apply to the role of a project manager which typically requires people to rely heavily upon their ability to influence without formal authority |  | This course includes a module that introduces principles of collaborative innovation and creative problem solving. We examine how such processes and behaviors need to be driven and supported by a project manager. This includes understanding how they are used in more creative design projects on the one hand and on the other, to ensure that even under more routine circumstances project challenges and problem statements are focused on the most relevant issues and opportunities |
| **FIN 623 Financial Management [Bonini]**  |    |   |  | Students are taught the fundamentals of finance and are provided with essential tools for financial decision making. decisions. Topics include: how financial managers function; liquidity vs. profitability; risk vs. return; bond and stock valuation; capital budgeting.” |
| **MGT 635 Managerial Judgment & Decision Making [Dominick]** | ASSESSMENT: Students develop and present original case studies of major decisions in class which incorporate some of the major issues covered in the course and demonstrate their understanding of the principles of judgment and decision making. | Students analyze and practice decision making using realistic case studies and role playing exercises. The cases and exercises allow students to demonstrate understanding of influences on judgment and decision-making and how effective decisions are made by individuals and groups. |   | Students apply models to make decisions under uncertainty and crisis; Students; Students analyze decisions from a statistical and rational model perspective; learn how bounded rationality and satisficing affect managerial decisions; practice |
| **MGT 641 Marketing Management [Lynn]** | Each student team makes a formal presentation at the end of the course on the results of the simulation. | Students work together in teams, competing against each other in a marketing simulation. Team effectiveness has an impact on the overall decision making process. | Students engage in a computer simulation game where the products deal with some advanced technology (i.e., electronic sensors). | Students must analyze the data generated from each round of the marketing simulation and determine the appropriate inputs to the subsequent round. |
| **MGT 657 Operations Management [Vazacopoulous]**  | The course contains several written assignments that provide a formal assessment of students' understanding on various aspects of operations management and operations strategy. |   | The overall coursework aims to equip the students with the ability to utilize the modern analytical techniques and computational methods for managing real life systems that manufacture goods and/or provide services. Readings are also provided to familiarize the students with the ways in which an array of modern companies use ICT technology to address challenging operations management problems. | Through multiple homework assignments, a mid-term exam and a comprehensive final exam, the students will be required to formulate a wide array of operational management problems and to solve those problems using modern quantitative techniques, such as statistics and probability theory, forecasting methods, queuing theory, optimization and linear programming, simulation and others. |
| **MGT 663 Discovering & Exploiting Entrepreneurial Opportunities [Lechler]** | Every student must present in a two-minute pitch a self developed business idea. Students are also required to develop and write an effective business plan. | Students work together in teams on a final project that will be presented by the students. | Value creation is a fundamental topic in the class and students are requested to develop individually business ideas that could be based on the exploitation of technologies. | Objectives: Students will identify and recognize and evaluate viable business opportunities. Students are required to individually develop three business ideas that will be evaluated by the whole class with a questionnaire. Each idea will also be evaluated by the course instructor. |
| **MGT 699 Strategic Management [Tribo**) | Over the course of the semester, each student performs strategic analyses of cases and companies and this will be in the form of at least one individual paper and at least one team presentation (where all team members are required to present). Detailed feedback will be provided. | ASSESSMENT: Students work together in the same team throughout the course. They prepare various team assignments, the most significant of which will be at least one strategic analysis that they will present to the class. There are also smaller team assignments, such as providing examples to illustrate course topics, completing in-class exercises, etc. | Students develop an understanding of how technology can be leveraged to create and sustain a competitive advantage. They consider technology both from the perspective of assessing the firm's technological capabilities, as well as by monitoring the external environment to understand how competitors are using technology and new technologies that are emerging that may not yet be used by competitors. | ASSESSMENT: Students prepare a strategic analysis of a firm that they summarize in a report. The analysis includes the student's evaluation of the firm's current situation (internal and external), they key problems the firm faces, strategic recommendations for solving those problems, and considerations for implementation. |
| **BIA 600 Business Analytics: Data, Models and Decisions [Vazacopoulos]** |  |  | ASSESSMENT: The assessments include a Midterm Exam (Multiple choice, open ended questions), a Final Exam (Multiple choice, open ended questions), and a Final Project |  |
| **BIA 610 Applied Analytics [ickerson]** |  |  |  |  |
| **CAPSTONE** |
| **MGT 809 Industry Capstone Program** | The course concludes with team presentations requiring students to analyze their teams’ performance and provide recommendations to their client | This course is a collaborative learning experience. Students work in teams throughout the duration of the course. Collaboration is required with classmates and stakeholders from client organizations. | Students use a variety of decision analytic tools and techniques to diagnose client needs and develop recommendations. | The course requires students to continuously analyze data and information from their client organizations and related market/industries. They must use this information to formulate plans and recommendations that are aligned with organizational and project objectives |
| **MGT 808 Fundamentals of Consulting**  | One learning outcome of this course is to assist students in the improvement of their ability to present analyses of issues and organizational problems in a clear and accurate manner. Throughout the course students communicate, both in written and oral format, to better develop their soft skills.  | Students work on topics such as meeting facilitation, project planning, design of presentations, and delivery of status reports with their peers. Students work both independently and, in a team, to reach common goals and learning outcomes. | Students use a variety of decision analytic tools and techniques to make weekly decisions for their team. This typically includes developing their own decision analytic tools/strategies. | Students can engage in analytic problem-solving in this course as they scope project topics, create statements of work, focus on management briefs, and more. They must be able to present analyses of issues and organizational problems in a concise manner to the prospective consultant. |
| **CONCENTRATION COURSES** |
| **MGT 696 Human-Centered Design [Koen]** | Everyone in the class is responsible for writing two reports. One on evaluating the world through designer’s "eyes" and the second methods used to understand users. Everyweek students in each of the teams need to give an oral presentation on the progress of their project | The course project is done in a self-formed team |   | Students learn a design thinking methodology which will enable them to develop and solve wicked problems |
| **MIS 714 Service Innovation [zur Muehlen]** |  |  |  |  |

**In addition to the Corporate Innovation concentration, the MBA program also offers concentrations in Information Systems, Finance, and Project Management. Accordingly, the Goal Alignment for the courses comprising these four concentrations can be found in the Matrices for the corresponding Master of Science in Information Systems, Master of Science in Finance, and Master of Science in Enterprise Project Management programs respectively.**

**ETHICS**

Students are aware of their social responsibilities in a business environment and can reason about ethical issues in association with business and business decisions. Thread "course"; students are introduced to ethical issues related to relevant course material.

|  |  |
| --- | --- |
| **FIN 600 Financial & Managerial Accounting [Biagi]**  | Short cases are discussed on ethical issues in financial reporting. Students identify stakeholders impacted by the decisions taken and suggest alternative course of action. |
| **MGT 635 Managerial Judgment & Decision Making** **[Dominick]** | The course covers fairness in decision making, drawing the distinctions among distributive, procedural, and interactional justice (using compensation decisions as an example). Second, it includes discussion on bounded ethicality, which is the idea that many unethical decisions can arise due to biases that are outside of our conscious awareness. To reinforce this concept, students complete an implicit association test, which reveals biases that are the ‘thumbprint of our culture’ despite our explicit desire to avoid such biases. |

**GLOBAL CONTEXT**

Students are aware of the global context which businesses today must consider in planning their corporate and business strategies. Thread "course"; students are introduced to global issues related to relevant course material.

|  |  |
| --- | --- |
| **FIN 600 Financial & Managerial Accounting [Biagi]**  | The course covers a comparison of U.S. general accepted accounting principles (GAAP) and International Financial Reporting standards. |
| **MGT 606 Economics for Managers [Saad-Lessler]** | The course examines United States fiscal and monetary policies including their effects on the international markets. |
| **MGT 641 Marketing Management [Lynn]** | Students compete in a computer simulation that simulates a global marketplace including the U.S., UK and China markets. |
| **MGT 657 Operations Management [Vazacopoulous]**  | Part of the course studies the structure and operation of global supply chain networks. Furthermore, it explores how operations influences sustainability and how sustainable thinking can influence operations management based on the triple "people-planet-profit". |
| **MGT 671 Technology & Innovation Management [Frank]** | Students are made aware of the need to monitor the external environment (of which technology is a major component) within a global context. Location of R&D facilities is an important strategic consideration in addressing regional customer needs |

**4. MBA LEARNING GOALS, OBJECTIVES AND RUBRICS**

 **Table 4: MBA Learning Goals, Objectives and Rubrics**

|  |  |
| --- | --- |
|  | MBA Learning Goal, Objectives and Traits |
| **Learning Goal:** | *(Learning Goals are broad and not necessarily directly measurable.)*  |
| **MB - 1** | **Students can communicate effectively in written and oral presentations.**  |
| **Learning Objectives** |  |
| **Objective 1:** | *Students can write effectively* |
| **Traits** |   |
| Trait 1: | Logical flow |
| Trait 2: | Grammar and sentence structure |
| Trait 3: | Spelling and word choice |
| Trait 4: | Development of ideas |
| Trait 5: |   |
| **Objective 2:** | *Students can deliver presentations effectively* |
| **Traits** |   |
| Trait 1: | Organization and logic |
| Trait 2: | Voice and body language |
| Trait 3: | Use of slides to enhance communications |
| Trait 4: | Ability to answer questions |
| Trait 5: | Content |

**Table 4: MBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MB - 1: RUBRIC #1**  |  |  |  |  |
| **MB - 1** | **Students can communicate effectively in writing and oral presentations**  |
| **Objective 1** | *Students are able to write effectively* |
|   | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|   | **Value** | **0** | **5** | **10** |  |
| Trait 1: | Logical flow | Unclear introduction or conclusion. Does not use a sequence of material to lead reader through the paper. Draws illogical conclusions | Develops ideas through effective use of paragraphs, transitions, opening and concluding statements. Generally well structured to suggest connection between sub-topics. | Maintains clear focus, uses structure to build the paper's conclusions. Presents analysis using sequence of ideas, clarity of flow and continuous voice or point of view. |   |
| Trait 2: | Grammar and sentence structure | Frequently uses inappropriate grammar and incomplete or poorly structured sentences which interfere with comprehension. | Generally complies with standard English and grammar and sentence usage. | Sophisticated use of English language, using varied sentence structured, phrasing and cadence. Grammar is error-free |   |
| Trait 3: | Spelling and word choice | Frequent misspellings. Poor or limited choice of words for expression ideas. | Has proofread or checked spelling, and uses vocabulary correctly. Minor errors. | Demonstrates good use of words to support written expression of topic. Spelling is error-free. |   |
| Trait 4: | Development of ideas | Many unsupported statements offered. Uses flawed or unclear reasoning. | Most statements supported, ideas explained with examples and written with sufficient explanation. | Shows thoughtful reasoning and explores alternatives. Uses existing, supported ideas to develop well-formed, readable output. |   |
| **Criterion:** | **Does not meet expectations: 0 – 15; Meets: 15-20 ; Exceeds: 20-30**  |

**Table 4: MBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | **MB - 1: RUBRIC #2** |   |   |   |   |
| **MB - 1** | **Students can communicate effectively in writing and oral presentations** |
| **Objective 2** | *Students are able to deliver presentations effectively.*  |
|   | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|   | **Value** | **0** | **5** | **10** |  |
| Trait 1: | Organization and logic | Fails to introduce topic, no evidence of or poor logical flow of topic, does not manage time. | Prepares listeners for sequence and flow of topic. Loses place occasionally. Maintains pace, without need to rush. | Engages listeners with overview, guides listeners through connections between sections, uses time to good effect. |   |
| Trait 2: | Voice and body language | Cannot be heard well due to volume, mumbling, speed, rote delivery, heavily accented English. Turns away from audience or uses distracting gestures, such as scratching or tugging clothing. | Clear delivery with well-modulated voice and self-carriage. | Exemplary delivery, using voice and gestures as part of medium. Uses vocal and physical resources to aid in communicating topic. |   |
| Trait 3: | Use of slides to enhance communications | Misspelled, too busy, too many slides for allotted time, poor use of graphics like charts. | Readable, containing reasonable amount of material per slide, good use of graphics or illustrations. | Well written and designed, used as support to verbal content presentation. |   |
| Trait 4: | Ability to answer questions | Does not answer questions that are asked. | Responds to questions well and provides sufficient response. | Responds convincingly and addresses all aspects of question. Knows own material thoroughly. |   |
| Trait 5: | Content | Does not satisfy assignment requirements. Misuses theory or selects poor examples. | Provides good analysis of subject, satisfying intent of assignment and demonstrating knowledge. | Shows evidence of strong research and highly competent use of analyses to reach conclusions and recommendations. |   |
| **Criterion:** | **Does not meet expectations: 0 – 15; Meets: 15-20 ; Exceeds: 20-30** |
| **Table 4: MBA Learning Goals, Objectives and Rubrics (continued)**  |
|  |  |
| MBA Learning Goal, Objectives and Traits |
| **Learning Goal**  | *(Learning Goals are broad and not necessarily directly measurable.)*  |
| **MB-2** | **Students can interact effectively in teams**  |
| **Learning Objectives** |  |
| **Objective 1:** | *Adopt a personal development mindset / be able to systematically assess one's own team leadership skills and abilities,* |
| **Traits** |   |
| Trait 1: | Knowledge of individual difference factors impacting team leadership effectiveness |
| Trait 2: | Self-awareness |
| Trait 3: | Personal development planning |
|   |   |

**Table 4: MBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **MB – 2: Rubric #1** |  |  |  |
| **MB – 2** | **Students can interact effectively in teams**  |
| **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. |

**Table 4: MBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **MB – 2: Rubric #2** |  |  |  |
| **MB – 2** | **Students can interact effectively in teams**  |
| **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 |
| Trait 4: | Shares credit for success with others | Fails to challenge disruptive behaviors  | Makes an effort to challenge uproductive behaviors | Challenges unproductive behaviors  |
| Trait 5: | Cooperates with others | Fails to encourage solidarity  | Makes an effort to ensure proper team behavior | Encourages agreement and helps smooth interactions |
| Trait 6: | Encourages participation among all participants | Fails to express empathy for team members  | Attempts to reflect group feelings | Expresses empathy and support for team members |
| Trait 7: | Shares information with others | Reluctant to share information with team members | Occasionally disseminates information  | Regularly Shares information willingly with team members |
| Trait 8: | 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 |
| Trait 9: | 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 |
| Trait 10: | 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. |

**Table 4: MBA Learning Goals, Objectives and Rubrics (continued)**

|  |
| --- |
| **MBA Learning Goal, Objectives and Traits** |
| **Learning Goal**  | *(Learning Goals are broad and not necessarily directly measurable.)*  |
| **MB - 3** | **Students will be able to develop and analyze descriptive, predictive, and prescriptive models using software tools to aid in decision-making** |
| **Learning Objectives** |  |
| **Objective 1** | *Students demonstrate disciplinary understanding of the key business analytic techniques and methods used in data management and data mining, process analytics and optimization, as well as multivariate analysis.* |
| **Traits** |  |
| Trait 1: | Develop decision models using descriptive and predictive tools (areas of interest are Descriptive statistics, probability distributions, sampling methodologies, correlation and other techniques.) |
| Trait 2: | Develop decision models using predictive and prescriptive tools (optimization modeling, machine learning methodologies, decision analysis, inference, forecasting methodologies, regression analysis) |
| Trait 3: | Use data sets and develop visualizations and dashboards and stories. Using the dashboards develop a set of insights  |

**Table 4: MBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MB - 3: Rubric #1** |  |  |  |  |
| **MB -3** | **Students will be able to develop and analyze descriptive, predictive, and prescriptive models using software tools to aid in decision-making**  |
| **Objective 1** |  |
|   | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|   | **Value** | **0** | **5** | **10** |  |
| Trait 1: | The student demonstrates an understanding of descriptive and predictive techniques  | Limited command of business analytic techniques used in this area | Good command of business analytic techniques used in this area | Strong command of business analytic techniques used in this area |   |
| Trait 2: | The student demonstrates an understanding predictive and prescriptive techniques  | Limited command of business analytic techniques used in this area | Good command of business analytic techniques used in this area | Strong command of business analytic techniques used in this area |   |
| Trait 3: | The student demonstrates an ability in using Tableau Software (Load data , develop Visualizations  | Limited command of developing Dashboards and Stories | Good command of Developing Dashboards and Stories. Develop insights using Regression, Correlation and other methodologies  | Strong command of business analytic techniques used in this area. Ability to explain the insights in an oral presentation |   |
| **Criterion:** | **Does not meet expectations: 0 – 15; Meets: 15-20 ; Exceeds: 20-30** |

**Table 4: MBA Learning Goals, Objectives and Rubrics (continued)**

|  |
| --- |
| **MBA Learning Goal, Objectives and Traits** |
| **Learning Goal**  | *(Learning Goals are broad and not necessarily directly measurable.)*  |
| **MB - 4** | **Students are able to engage in analytic and creative problem-solving.**  |
| **Learning Objectives** |  |
| **Objective 1** | *Students will demonstrate* ***competency*** *in using an analytical problem solving approach to solve complex problems.* |
| **Traits** |   |
| Trait 1: | Analysis of the Problem |
| Trait 2: | Formulation and integration of Alternatives |
| Trait 3: | Implementation of recommendations |

**Table 4: MBA Learning Goals, Objectives and Rubrics (continued)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **MB - 4: Rubric #1** |  |  |  |
| **MB - 4:**  | **Students are able to engage in analytic and creative problem-solving.**   |
| **Objective 1** | *Students will demonstrate* ***competency*** *in using an analytical problem solving approach to solve complex problems.* |
|   | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|   | **Value** | **0** | **5** | **10** |  |
| Trait 1: | **A**nalysis of the problem | A precise problem statement demonstrates the ability to synthesize diverse contextual information and identify the root problem that can solve the diverse and apparently different issues (symptoms). | The problem statement is unclear or unfocused.Symptom or causes of the problem are included as part of the problem statement.The problem statement is simply a disguised solution. | The problem statement is focused on the root problem, not just symptoms. The problem statement is not simply a disguised solution. However, it is very long and does not explicitly capture the core issue. |   |
| Trait 2: | **F**ormulation and Integration of Alternatives | Large number of distinct alternatives raises the likelihood that one or more of these alternatives will be able to solve the problem in a cost-efficient and timely manner. Such formulation should be the outcome of an integration task among different analysis | Only one obvious alternative to the problem is identified. Solutions generated provide only piecemeal solutions to the problem.  Solutions generated are only vaguely related to the root causes of the problem identified in the problem analysis. | More than one alternative is generated that addresses the problem. They include obvious and not-so-obvious options, most of which are impractical. The solutions generated provide holistic solutions to the problem(s). The alternatives generated are clearly related to the underlying causes of the problem (identified in the problem analysis). There is no clear integration efforts among different analysis  |   |
| Trait 3: | **I**mplementation of Recommendations | A remedial solution has to structure the identified alternatives into a comprehensive whole that not only eliminates redundancy but also ensures the optimal combination of choices that can effectively address the problem with minimum frictions.  | No evaluation criteria are identified. Alternatives are evaluated against vague criteria or none at all. The recommendation is selected on an ad-hoc basis. | The criteria by which alternatives will be evaluated are explicitly stated.The criteria are directly tied to the problem analysis and clearly communicate the characteristics of an effective solution. The final recommendations emerge naturally from the criteria and demonstrate realistic solutions to the problem. There is no system or a weakly designed system that monitors the progress towards the solution. |   |
| Trait 1: | **A**nalysis of the problem | A precise problem statement demonstrates the ability to synthesize diverse contextual information and identify the root problem that can solve the diverse and apparently different issues (symptoms). | The problem statement is unclear or unfocused.Symptom or causes of the problem are included as part of the problem statement.The problem statement is simply a disguised solution. | The problem statement is focused on the root problem, not just symptoms. The problem statement is not simply a disguised solution. However, it is very long and does not explicitly capture the core issue. |   |
| Trait 2: | **F**ormulation and Integration of Alternatives | Large number of distinct alternatives raises the likelihood that one or more of these alternatives will be able to solve the problem in a cost-efficient and timely manner. Such formulation should be the outcome of an integration task among different analysis | Only one obvious alternative to the problem is identified. Solutions generated provide only piecemeal solutions to the problem.  Solutions generated are only vaguely related to the root causes of the problem identified in the problem analysis. | More than one alternative is generated that addresses the problem. They include obvious and not-so-obvious options, most of which are impractical. The solutions generated provide holistic solutions to the problem(s). The alternatives generated are clearly related to the underlying causes of the problem (identified in the problem analysis). There is no clear integration efforts among different analysis  |   |
| **Criterion:** | **Does not meet expectations: 0 – 20; Meets: 21 - 35; Exceeds: 36 - 50** |

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

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

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

- Does not meet expectations
- Meets expectations
- Exceeds expectations

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

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

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

**EX A M P L E**

**RESULTS OF AACSB LEARNING GOAL ASSESSMENT**

**PROGRAM: Master of Business Administration in TechnologyManagement**

**LEARNING GOAL #1: Students can communicate effectively in written and oral presentations**

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

**ASSESSMENT DATE:  ASSESSOR:**

**NO. OF STUDENTS:**

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

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

**COMMENTS:**

**REMEDIAL ACTIONS:**

**REMEDIAL ACTIONS:**