Revised: July 26, 2024

Accreditation date May 2020

ASSURANCE OF LEARNING PROGRESS

AACSB 2020 STANDARDS   
STANDARD 5

The following tables track the status of the competency goals direct assessment documents after the May 2020 reaccreditation, incorporating the changes required by the new AACSB standards of 2020/updated July 2021, 2022, 2023. There are a total of 51 goals across 14 programs. The recent history columns show the progress and plan to assess each learning goal in the most recent semesters. Legend: D = data is/has been collected; S = an assessment is scheduled; C = the assessment is completed, and the documents have been updated. The rightmost columns demonstrate the latest progress toward the goal.

**Undergraduate Programs**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Recent Story** | | | | |  |  | | |
| **Owner** | **Goal #** | **BS in Business**  **Goal** | **Count** | **F’21** | **F’22** | **F’23** | **F’24** | **Objectives** | **Results (Expectations) %** | | |
| **Not Meet** | **Meet** | **Exceed** |
| Garg, & Stein | BT-1  BT401 (F) | Students can communicate effectively in written and oral presentations. | 3 | C | C | C | S | 1.Written skills | 2 | 51 | 47 |
| 2.Oral skills | 0 | 78 | 22 |
| Aronson | BT–2  BT330 (F) | Our students can interact effectively in teams. | 3 | C | C | C | S | 1.Facilitation | 0 | 83 | 17 |
| 2.Relationships | 0 | 82 | 18 |
| Parfett | BT-3  MIS460 (F) | Students understand how technology is leveraged to improve business performance. | 3 | C | C | C | S | Recognize importance of technology | 2 | 57 | 41 |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Recent Story** | | | | | | |  | |  | | |
| **Owner** | **Goal #** | **BS in Quantitative Finance**  **Goal** | **Count** | **F’21** | **SP’22** | **F’22** | **S’23** | **F’23** | **SP’24** | | **Objectives** | **Results (Expectations) %** | | |
| **Not Meet** | **Meet** | **Exceed** |
| Calhoun & Stein | QF-1  QF102/(S) | Students can communicate effectively in written and oral presentations | 3 |  | C |  | C |  | C | | 1: Written skills | 5 | 63 | 32 |
| 2: Oral skills | 0 | 18 | 82 |
| Aronson | QF–2  QF200  (F) | Our students can interact effectively in teams. | 3 | C |  | C |  | C |  | | 1: Facilitation | 0 | 80 | 20 |
| 2: Relationships | 0 | 57 | 43 |
| Zach Feinstein | QF-3  QF301  (F) | Students can develop and use financial models and technical systems from a perspective of a broad critical understanding of the finance system | 3 | C |  | C |  | C |  | | Application of financial models | 11 | 29 | 60 |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals**

**Graduate Programs**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Recent Story** | | | | | | | |  |  | | |
| **Owner** | **Goal #** | **MSTM/EMBA**  **PROGRAM**  **Goal** | **Count** | **F’21** | **SP’22** | **Swum 22** | **F22** | **SP 23** | **F’23** | **SP’24** | **Objectives** | **Results (Expectations) %** | | |
| **Not**  **Meet** | **Meet** | **Exceed** |
| Dominick & Stein  Koen | EM-1  EMT635  written(sum)  (EMT696 – oral)  (F not done 2023)  EMT635 (F)  Written | Students can communicate effectively in written and oral presentations. | 3 | S  No stud |  | C  Wrt +  oral | C  Pres only | C  Sum23 Wrt only | S  1 stud | Sum 24 Not needed | 1: Written skills | 20 | 60 | 20 |
| 2: Oral skills | 0 | 0 | 100 |
| Dominick | EM-2  EMT740  (F) | Inspire, motivate and lead teams and groups of technical professional and knowledge workers to maximize human capital | 2 | C |  |  | C |  | Prog on pause |  | 1: Personal mindset | 0 | 0 | 100 |
| Frank | EM-3  EMT714  (sum) | Students will be able to prepare a project detailing a firm’s technology strategy. | 3 | C  Sum 21 |  | C |  |  | C  Sum 23 |  | 1: Business strategy  2.Technology | 0 | 0 | 100 |
| Koen | EM-4  EMT752  (S) | Identify, assess, launch, and lead organizational strategic initiatives for the creation of new businesses and sustaining existing businesses. | 4 | C | C |  |  | C |  | C | 1: Understand strategy, issues, process associated with disruption  2: Business Model | 0  27 | 66  33 | 34  50 |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals** **except** **EM-1 Objective 1 & EM-4 Objective 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Recent Story** | | | | | | |  |  | | |
| **Owner** | **Goal #** | **MS in BIA**  **PROGRAM**  **Goal** | **Count** | **F’21** | **F’22** | **Sp’23** | **F’23** | **SP’24** | | **Objectives** | **Results (Expectations) %** | | |
| **Not**  **Meet** | **Meet** | **Exceed** |
| Stohr &  Stein  (Moazeni) | BIA-1  BIA 650  (F) | Students can communicate effectively in written and oral presentations. | 3 | C  (No pres) | C |  | C |  | | 1.Written skills | 19 | 54 | 27 |
| 2.Oral skills | 0 | 4 | 96 |
| Gomez | BIA-2  BIA 658  (F) | Our students can interact effectively in teams. | 2 | C | C  Needs  updating |  | S  Not done |  | | Effective interaction | 22 | 10 | 68 |
| Asakiewicz | BIA-3  BIA  Comprehensive exam (F) | Students understand and can apply a broad range of business analytic techniques including optimization, conceptual data modeling, data warehousing and data mining | 3 | C | C |  | C |  | | Analytic techniques | 0 | 13 | 87 |
| Morabito | BIA-4  MIS 633  (F) | Students can discover, access internal and external data sources and frame questions that are appropriate for solving business problems | 6 | C | C  + Sp 22 | C | C | | C | Access data  Exploit org/social sys | 1  3 | 0  1 | 99  96 |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals except BIA-1 Written Skills & BIA-2 Effective interaction**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Recent Story** | | | | | | |  |  | | |
| **Owner** | **Goal #** | **MS in EPM**  **Goal** | **Count** | **F’21** | **SP’22** | **F’22** | **SP’23** | **F’23** | **SP’24** | **Objectives** | **Results (Expectations) %** | | |
| **Not**  **Meet** | **Meet** | **Exceed** |
| Lechler & Stein | EPM-1  MGT 609  (F) | Students can communicate effectively in written and oral presentations. | 3 | C  1  stud |  | C  2/5  stud |  | C |  | 1: Written skills | 0 | 50 | 50 |
| 2: Oral skills | 0 | 7 | 93 |
| Aronson | EPM-2  MGT 699  (F) | Our students can interact effectively in teams. | 3 |  | C |  | C |  | C | 1: Facilitation | 4 | 27 | 69 |
| 2: Relationships | 4 | 27 | 69 |
| Lechler | EPM-3  Questions issued at Prog level throughout the semester  (F) | Student demonstrates mastery of project management knowledge areas and tools to create value for key stakeholders of projects. | 3 | C |  | C |  | C |  | 1: Apply project management methodology  2: Integrate business into a project plan | 44  22 | 22  19 | 34  69 |
| Aronson | EPM-4  MGT 612  (F) | Student understands how to influence and lead enterprise projects. | 3 |  | C |  | C |  | C | Influence and lead projects | 0 | 62 | 38 |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals except EPM 3 objectives**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Recent Story** | | | | | |  |  | | |
| **Owner** | **Goal #** | **MSIS Program**  **Goal** | **Count** | **F’21** | **SP’22** | **F’22** | **SP’23** | **F’23** | **Objectives** | **Results (Expectations) %** | | |
| **Not Meet** | **Meet** | **Exceed** |
| Frank  Stein | IS-1  MGT 609  (F) | Students can communicate effectively in written and oral presentations. | 3 | C |  | C |  | C | 1: Written skills | 22 | 55 | 23 |
| 2: Oral skills | 4 | 51 | 45 |
| Frank | IS-2  MIS 699  (F) | Understanding concepts and constructs at individual, group and organization level of analysis. | 3 | C |  | C |  | C | 1: Facilitation | 0 | 12 | 88 |
|  |  |  |  |
| Parfett | IS-3  MIS 760  (F) | Students can formulate and articulate plans to align business & IT. | 3 | C |  | C |  | C | Role of CIO and IT org | 13 | 72 | 15 |
| Stohr | IS-4  MIS 710  (F) | Students can analyze a business situation and design an integrated process and data model to satisfy organizational goals | 2 | C |  | S  Not done |  | C | 1: Develop  strategic goals  2: Develop to be process map  3: Identify and design the data consumed by the process | 15  49  19 | 30  30  35 | 55  21  14 |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals except IS-1 Objective 1 and IS-4 Objectives 2 & 3**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Owner** | **Goal #** | **MSM PROGRAM**  **Goal** | **Count** | **F’21** | **SP’22** | **F’22** | **SP’23** | **F’23** | **SP’24** | **Objectives** | **Results (Expectations)%** | | |
| **Not meet** | **Meet** | **Exceed** |
| Dominick &  Stein | MSM–1  MGT 609  (F) | Students can communicate effectively in written and oral presentations. | 3 | C |  | C |  | C |  | 1: Written Skills | 0 | 75 | 25 |
| 2: Oral Skills | 0 | 0 | 100 |
| Aronson | MSM-2  MGT 689 (F) | Our students can interact effectively in teams. | 3 |  | C |  | C |  | C | 1: Facilitation | 0 | 59 | 41 |
| 2: Relationship | 0 | 71 | 29 |
| Frank | MSM-3  MGT 714  (F) | Students will understand how a firm uses technology for competitive advantage in satisfying its business strategy. | 3 | C |  | C |  | C |  | Prepare a  technology  strategy | 0 | 11 | 89 |
| Jose Tribo | MSM-4  MGT 699 (F) | Students will be able to effectively utilize analytic problem-solving skills. | 3 | C |  | C |  | C |  | Solve Complex Problems | 0 | 0 | 100 |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Recent Story** | | | | | | |  |  | | |
| **Owner** | **Goal #** | **MBA/AMBA**  **Program**  **Goal** | **Count** | **F’21** | **SP’22** | **F’22** | **SP’23** | **F’23** | **SP’24** | **Objectives** | **Results (Expectations) %** | | |
| **Not**  **Meet** | **Meet** | **Exceed** |
| Dool &  Stein | MBA–1  MGT635  (F)-writ  (S)-oral | Students can communicate effectively in written and oral presentations. | 3 | C |  | C | C | C |  | 1: Written Skills | 8 | 65 | 27 |
| 2: Oral Skills | 0 | 0 | 100 |
| Aronson | MBA-2  MGT-699  (F) | Students understand effective interaction in teams. | 3 |  | C |  | C |  | C | 1: Facilitate task accomplishment | 4 | 27 | 69 |
| 2: Facilitate relationship building | 4 | 18 | 78 |
| Vazacopoulos | MBA-3  BIA 600  (F) | Our students will be able to develop and analyze descriptive, predictive, and prescription models using software tools to aid in decision making | 3 | C |  | C |  | C |  | Decision making | 0 | 0 | 100 |
| Jose Tribo | MBA-4  MGT 699  (F)  EMT715 | Students will effectively utilize problem solving skills. | 3 | C |  | C |  | C |  | Analytic problem solving | 0 | 33 | 67 |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Recent Story** | | | | | | |  |  | | |
| **Owner** | **Goal #** | **FINANCE MASTER**  **PROGRAM**  **Goal** | **Count** | **F’21** | **SP’22** | **F’22** | **SP’23** | **F’23** | **SP’24** | **Objectives** | **Results (Expectations) %** | | |
| **Not**  **Meet** | **Meet** | **Exceed** |
| Banerjee & Stein | MFIN-1  Fin 629  (S)  629ws sp | Students can communicate effectively in written and oral presentations | 4 |  | C | C | C |  | C | 1: Written Skills | 9 | 18 | 73 |
| 2: Oral Skills | 0 | 8 | 92 |
| Manos  Hatzake | MFIN-2  FIN 627  (F) | Students can interact effectively in teams. | 3 | C |  | C |  | C |  | Effective interaction | 10 | 46 | 44 |
| Dragos Bozdog | MFIN-3  FE 511  (F)  in project | Students will achieve mastery of the technical and basic quantitative methods required for the Finance domain. | 3 | C |  | C |  | C |  | Technical & basic quantitative methods | 0 | 72 | 18 |
| Michael Guthammar  & Banerjee | MFIN-4  FIN 638  (F) | Students can implement financial solutions to improve the performance of financial or non-financial businesses. | 3 | C |  | C |  | C |  | Solve fin prob  Models/actions | 10  6 | 38  2 | 52  92 |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Recent Story** | | | | | | |  |  | | |
| **Owner** | **Goal #** | **Financial Engineering**  **Goal** | **Count** | **F’21** | **SP’22** | **F’22** | **SP’23** | **F’23** | **SP’24** | **Objectives** | **Results (Expectations) %** | | |
| **Not Meet** | **Meet** | **Exceed** |
| Pirjol & Stein | FE-1  FE620  (F) | Students can communicate effectively in written and oral presentations | 3 | C |  | C |  | C |  | 1: Written Skills | 17 | 46 | 37 |
| 2: Oral Skills | 0 | 0 | 100 |
| Papa  Ndiaye | FE-630  (S) | Students can interact effectively in teams. | 3 |  | C |  | C |  | C | Facilitate leadership & relationship building | 0  0 | 18  18 | 82  82 |
| Sveinn Oiafsson/  Florescu | FE-621  (S) | Students will achieve mastery of the foundational computational methods required for derivative pricing in financial engineering | 3 |  | C |  | C |  | C | Demonstrate the capability of implementing and analyzing various numerical techniques and applying to modern problems in financial engineering | 13 | 33 | 54 |
| Bozdog | FE-680  (F) | Students can achieve mastery in advanced derivatives | 3 |  | C |  | C |  | C | Utilize Interest models | 13 | 33 | 54 |
| Utilize credit derivation models | 7 | 2 | 91 |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals except FE-1 Objective Written Skills**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Recent Story** | | | | |  |  | | |
| **Owner** | **Goal #** | **FTA**  **Goal** | **Count** | **F’21** | **SP’22** | **F’22** | **F’23** | **Objectives** | **Results (Expectations) %** | | |
| **Not**  **Meet** | **Meet** | **Exceed** |
| Bozdog & Stein | FA-1  FA582  (F) | Students can communicate effectively in written and oral presentations | 3 | C |  | C | C | 1: Written Skills | 18 | 41 | 41 |
| 2: Oral Skills | 0 | 25 | 75 |
| Zhenyu Cui | FA-2  FE541  (F) | Students can interact effectively in teams | 3 | C |  | C | C | Team leadership & facilitation | 0  2 | 19  18 | 81  80 |
| Bozdog | FA-3  FA582  (F) | Students will be able to collect, clean, and perform exploratory analysis on data sets and apply data mining methods to generate reports | 3 | C |  | C | C | Analysis on data sets | 2 | 73 | 25 |
| Dragos Bozdog | FA-4  FA542  (F) | Students will be able to develop predictive forecast using historical  data | 2 |  | C |  | C | Calibrate models  Predictive forecast | 8  0 | 71  75 | 21  25 |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals except FA-1 Objective Written Skills**

**PhD Programs**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Owner** | **Goal #** | **PhD in Business Administration**  **Suman/Victor Luo** | **Count** | **F21** | **S22** | **S24** | **Objectives** | **Results (Expectations) %** | | | | |
| **Not**  **Meet** | **Meet** | | **Exceed** | |
| Banerjee  Sp 24 | PhD-1  FIN-703  MGT-712 | Students can communicate effectively in written and oral presentations and structure research papers.  Qualifying exam  1st semester of 3rd year  MGT 900 – Brown bag seminar | 2 |  | C | C | Written skills | 11 | | 33 | | 56 |
| Oral skills |  | |  | |  |
| Alex Rodivilov  (Sasha)  Fin704  SP24 | PhD-2  FIN-703 | PhD graduates master the core theoretical knowledge and modeling research tools in their major field of study  End of second yr | 2 | C |  | C  Fall 23 | Knowledge and  Research tools | 0  0 | | 37  43 | | 63  57 |
| Goel  Fin 920/930  Sp 24 | PhD-3  FIN-704  (S) | Students master econometrics skills  Student can evaluate research and contribute their own research  2nd or 4th semester | 2 |  | C | C | Skills for Research | 18  9 | | 27  63 | | 56  28 |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals except PhD-3 FIN 704 Objective Skills for Research**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Recent Story** | | | | |  |  | | |
| **Owner** | **Goal #** | **PhD in Financial Engineering Program**  **Goal**  **Suman/Zhenyu Cui** | **Count** | **SP’22** | **SP’24** |  |  | **Objectives** | **Results (Expectations) %** | | |
| **Not**  **Meet** | **Meet** | **Exceed** |
| Zhenyu  Cui | PhD-FE1  (S) | PhD graduates can effectively communicate research in oral presentations | 2 | C | C |  |  | Oral skills | 8 | 27 | 65 |
| Zhenyu  Cui | PhD-FE2  (S) | Ph.D. graduates will have sufficiently mastered the core knowledge and tools needed to conduct original research in a timely manner.  Defend dissertation about end of 6th year | 2 | C | C |  |  | Able to write competitive research papers | 0 | 33 | 67 |
| Defend their dissertation | 33 | 33 | 34 |
| Zhenyu  Cui | PhD-FE3  (S) | Ph.D. graduates can effectively deliver academic courses in a university environment. | 2 | C | C |  |  | Effectively deliver a course | N/A |  |  |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals except Phd-FE2 Objective Defend their dissertation**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Recent Story** | | | | |  |  | | |
| **Owner** | **Goal #** | **PhD in Data Science Program**  **Joint with Engineering**  **Suman/Feng Mai** | **Count** | **SP’22** | **SP’24** |  |  | **Objectives** | **Results (Expectations) %** | | |
| **Not**  **Meet** | **Meet** | **Exceed** |
| Feng Mai | PhD  DS1 | PhD graduates can effectively communicate in written and oral  Qualifying exam in the beginning of 3rd year | 2 | C | C |  |  | Written  Oral skills | 0  0 | 100  100 | 0  0 |
| Feng Mai | PhD  DS2 | Ph.D. graduates master the core knowledge and research in their field of study.  Each student must submit a progress and activity report at the end of every semester | 2 | C | C |  |  | Write competitive research paper | 0 | 0 | 100 |
| Feng Mai | PhD  DS3 | Ph.D. students demonstrate capacity to identify and develop research project for their dissertation in a timely fashion | 2 | C | C |  |  | Defend dissertation | 14 | 43 | 43 |

**Target: Number of students who meet or exceed expectations > 85%**

**Result: Expectations achieved for all goals**

Revised: June 28, 2024

Accreditation date May 2020

ASSURANCE OF LEARNING PROGRESS

AACSB 2020 STANDARDS   
STANDARD 5

The following table tracks the status of the competency goals indirect assessment documents after the May 2020 reaccreditation, incorporating the changes required by the new AACSB standards of 2020/updated July 2021, 2022, 2023.

**Indirect measures of learning** refer to evidence attained from third-party input that is not based on direct observation of individual performance behaviors or outcomes. For example, an employer survey asking for an assessment of how a school’s learners have performed on internships relative to learners from peer institutions is an indirect measure. However, a learner who completes an internship for degree credit and is assessed by the company on individual performance, with such feedback provided to the school, is a direct measure. Examples of indirect assessments include exit surveys, alumni surveys, advisory council feedback, employer input, career fair feedback, inspection of course documentation, external outcome measures, focus groups, and interviews. As with direct assessments, indirect assessment should be supportive of the competency goals of the particular degree program, including the successful achievement of those competency goals.

**Summary of InDirect Assessment for 2021, 2022, 2023, 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| Program | Goals | Types of assessments | Years assessed |
| **Undergraduate**  BSB | 2  Effective interact with team -task management; relationship management skills  Effective communication – written and oral | Interviews with team/ members  exit survey | 2021, 2022, 2023 |
| QF | 2  QF5 Quality of QF program  QF6 Professional development | Graduate exit survey | 2024 |
| **Graduate**  MSTM/EMBA | 4  1 – written communication skills and presentation  2 -interacting in teams  3 – use of technology for company advantage  4 – Critical and strategic thinking skills | Survey of recent graduates  Interviews  Employer/supervisor feedback (COPA)  Survey of supervisor of intern/coop member/ CPT  ICP participation on team skills  Measure by executive champion | 2023, 2024  Fall 2022, Spring 2023 and Summer 2023 |
| BIA | 2  BIA5: Quality of BIA program  BIA6:professional development | Graduate exit survey | 2023, 2024 |
| EPM | 4  EPM- 1: Written Communication Skills & Presentation Skills  EPM- 2: Interacting in Teams  EPM - 3: Use of Technology for Competitive Advantage  EPM 4: Critical and Strategic Thinking Skills | Graduate exit survey | 2024 |
| MSIS | 2  MSIS5:Quality of program  MSIS6: professional development | Graduate exit survey | 2023 |
| MSM | 4  MSM - 1: Written Communication Skills & Presentation Skills  MSM 2: Interacting in Teams  MSM- 3: Use of Technology for Competitive Advantage  MSM- 4: Critical and Strategic Thinking Skills | Survey of recent graduates  Interviews  Survey of employers (COPA) | 2023, 2024  Fall 2022, Spring 2023 and Summer 2023 |
| MBA/AMBA | 4  MBA 5: Written Communication Skills & Presentation Skills  MBA 6: Interacting in Teams  MBA - 7. Critical and Strategic Thinking Skills  MBA- 8: Use of Technology for Competitive Advantage | Survey of recent graduates  Interviews    Employer/supervisor feedback (COPA)  Survey of supervisor of intern/coop member/ CPT  ICP participation on team skills | 2023, 2024  Fall 2022, Spring 2023 and Summer 2023 |
| MFIN | 2  Fin5: Quality of program  Fin6: professional development | Survey monkey of all students who graduated in the previous academic year | 2024 |
| FE | 2  FE5:Quality of program  FE 6: professional development | Survey monkey of all students who graduated in the previous academic year | 2024 |
| FTA | 2  FTA5: Quality of program  FTA6: professional development | Exit survey of graduating students | 2024 |
| **PhD** BA | **Competency Goal Alignment:**  **Research Competency:**  **Scholarly Communication:** High citation counts imply that the research is well-written and effectively communicated, making it more accessible and citable by other scholars.  **Field Influence:** Citations reflect the research's significant contribution to the field, demonstrating the program’s success in producing influential scholars. | Data collected at graduation: number of citations  Exit survey | 2024 |
| PhD FE  . | **Competency Goal Alignment:**  **Research Competency:**  Conducting high-quality, impactful research is essential for PhD candidates as it demonstrates their ability to contribute new knowledge and insights to their field. Google Scholar citations serve as a valuable metric for assessing this competency, as they indicate how often a candidate's work is referenced by peers, reflecting its influence and relevance in the academic community.  **Scholarly Communication:** High citation counts suggest that the research is well-written and communicated effectively, making it easier for other scholars to understand and cite.  **Field Influence:** Citations demonstrate that the research has made a meaningful contribution to the field, indicating successful achievement of the program’s goal to produce influential scholars. | Data collected at graduation: number of citations  Exit survey | 2024 |
| PhD DS | **Competency Goal Alignment:**  **Research Competency:** The ability to conduct high-quality, impactful research is a core competency for PhD candidates. Google Scholar citations directly measure this by showing how often their work is referenced by peers.  **Scholarly Communication:** High citation counts suggest that the research is well-written and communicated effectively, making it easier for other scholars to understand and cite.  **Field Influence:** Citations demonstrate that the research has made a meaningful contribution to the field, indicating successful achievement of the program’s goal to produce influential scholars. | Data collected at graduation: number of citations  Exit survey | 2024 |