

IU Northwest School of Business MBA Assurance of Learning Program



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IU Northwest School of Business MBA Learning Goals

	Learning Goal	Learning Objective	Tool	Course
Teamwork	1: Students will be able to participate as a positive and productive member of a team that functions effectively in projects, problem-solving and decision-making situations.	Can work effectively with team members by maximizing positive behaviors and avoiding negative behaviors.	Executive Leadership Simulation	C512, C515
		Can accurately evaluate teamwork skills using a behavioral framework and recommend appropriate steps for improving teamwork skills.	Self-assessment	C512
			Team Member Feedback	C512
Executive Leadership	2: Students will be able to function as an effective leader capable of effecting organizational change and influencing others.	Can effectively assume multiple team leadership roles and avoid dysfunctional roles.	Executive Leadership Simulation	C512, C515
		Can demonstrate effective self-awareness and development of leadership capabilities.	16 PF Project, Hogan Development Survey	C512, Z506
Business Knowledge	3: Students will be able to apply fundamental business concepts in order to analyze problems, and construct and implement effective solutions in the business environment.	Know core concepts of finance, accounting, marketing, operations, strategy, human resources, quantitative skills.	CompXM	D511
		Can effectively analyze a business problem using MIS knowledge.	MIS Case/Paper	A516
Decision Making	4: Students will be able to demonstrate critical thinking, ethical reasoning, and cross-cultural competence when making business decisions.	Effectively apply critical thinking skills.	Executive Leadership Simulation, CompXM	C512, C515
		Effectively apply ethical reasoning skills.		
		Effectively apply cross-cultural competence skills.		

Teamwork

Learning Goal 1: Students will be able to participate as a positive and productive member of a team that functions effectively in projects, problem-solving and decision-making situations.

Learning Objective	Where taught	Where assessed	Tool	Origin	Rationale	Data Use	Data Collection
Can work effectively with team members by maximizing positive behaviors and avoiding negative behaviors.	C512	C512 C515	Executive Leadership Simulation (AC)	Faculty who teach teamwork	Use real-world business scenarios to assess student performance of teamwork skills	Formative and Summative	AC staff
Can accurately evaluate teamwork skills using a behavioral framework and recommend appropriate steps for improving teamwork skills.	C512	C512 C515	Self-assessment	Faculty who teach teamwork	Using already existing activity to assess teamwork skills	Summative	Faculty
			Team Member Feedback				
			Self-assessment				
			Team Member Feedback				

Learning Objective	Description	Novice	Competent	Accomplished
Can work effectively with team members by maximizing positive behaviors and avoiding negative behaviors.	Demonstrates positive team behaviors that support team effort.	Demonstrates effective use of fewer than six positive teamwork behaviors.	Demonstrates effective use of six to ten positive teamwork behaviors.	Demonstrates effective use of eleven or more positive teamwork behaviors.
	Does not demonstrate negative team behavior.	Demonstrates three or more negative teamwork behaviors.	Demonstrates one or two negative teamwork behaviors.	Demonstrates no negative teamwork behaviors.
Can accurately evaluate teamwork skills using a behavioral framework and recommend appropriate steps for improving teamwork skills.	Effectively identifies own teamwork strengths.	Identifies fewer than three strengths and/or provides minimal to no examples for each.	Identifies three strengths and provides appropriate examples for each.	Identifies four or more strengths with specific, appropriate examples for each.
	Effectively identifies another's teamwork strengths.			
	Effectively identifies own teamwork weaknesses and develops an actionable improvement plan.	Identifies fewer than three weaknesses and/or provides minimal to no examples and/or steps for improvement for each.	Identifies three strengths and provides appropriate examples and steps for improvement for each.	Identifies four or more weaknesses with specific, appropriate examples and steps for improvement for each.
	Effectively identifies another's teamwork weaknesses and provides meaningful feedback on how to improve those weaknesses.			

Executive Leadership

Learning Goal 2: Students will be able to function as an effective leader capable of effecting organizational change and influencing others.

Learning Objective	Where taught	Where assessed	Tool	Origin	Rationale	Data Use	Data Collection
Can effectively assume multiple team leadership roles and avoid dysfunctional roles.	C512	C512 C515	Executive Leadership Simulation (AC)	Faculty who teach leadership	Use real-world business scenarios to assess student performance of leadership skills	Formative and Summative	AC staff
Can demonstrate effective self-awareness and development of leadership capabilities.	C512 Z506	C512 Z506	16 PF Project	Faculty who teach leadership	Using already existing activity to assess leadership skills	Summative	Faculty
			Hogan Development Survey				
			16 PF Project				
			Hogan Development Survey				

Learning Objective	Description	Novice	Competent	Accomplished
Can effectively assume multiple team leadership roles and avoid dysfunctional roles.	Assumes leadership task roles in a systematic or consistent way that moves the group toward successful completion of the task.	Effectively assumes fewer than three task leadership roles.	Effectively assumes four to six task leadership roles.	Effectively assumes more than six task leadership roles.
	Assumes leadership social roles in a systematic or consistent way that socially supports team members.	Effectively assumes fewer than three social leadership roles.	Effectively assumes four to six social leadership roles.	Effectively assumes more than six social leadership roles.
	Does not assume dysfunctional roles in a systematic or consistent way to derail team effectiveness.	Demonstrates dysfunctional leadership roles three or more times.	Demonstrates dysfunctional leadership roles once or twice.	Demonstrates no dysfunctional leadership roles.
Can demonstrate effective self-awareness and development of leadership capabilities.	Effectively identifies personal strengths and discusses ways to maximize those strengths.	Identification and discussion of strengths and how to maximize them is vague, incomplete, and/or inaccurate.	Identifies and discusses one or two strengths and how to maximize them.	Clearly, thoroughly and accurately identifies and discusses three or more strengths and how to maximize them.
	Effectively identifies personal weaknesses and specific ways to improve weaknesses.	Identification and discussion of weaknesses and how to improve them is vague, incomplete, and/or inaccurate.	Identifies and discusses one or two weaknesses and how to improve them.	Clearly, thoroughly and accurately identifies and discusses three or more weaknesses and how to improve them.

Business Knowledge

Learning Goal 3: Students will be able to apply fundamental business concepts in order to analyze problems, and construct and implement effective solutions in the business environment.

Learning Objective*	Where taught	Where assessed	Tool	Origin	Rationale	Data Use	Data Collection
Know core concepts of accounting.	A523	D511	CompXM	Validated test developed specifically for MBA students	Validated test developed specifically for MBA students	Summative	Faculty
Know core concepts of marketing.	C515						
Know core concepts of operations.	B513						
Know core concepts of strategy.	D511						
Know core concepts of human resources.	G514						
Effectively apply quantitative skills.	A512						
Know core concepts of finance.	C517	C517	<ul style="list-style-type: none"> • Merger Case • Dividend Policy/ Decision Case • Exchange Rate Risk Management Case • Exam questions 	Faculty who teach finance	Use real-world business cases	Formative and Summative	Faculty
Can effectively analyze a business problem using IS knowledge.	A516	A516	IS Case/Paper	Faculty who teach IS	Use real-world business cases	Formative and Summative	Faculty

* See Appendix on Page 6 for additional details.

Learning Objective	Novice	Competent	Accomplished
Know core concepts of accounting.	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Know core concepts of marketing.	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Know core concepts of operations.	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Know core concepts of strategy.	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Know core concepts of human resources.	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Effectively apply quantitative skills.	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Know core concepts of finance.	The performance lacks sufficient evidence of movement toward an acceptable level of mastery.	Performance meets the standard and /or meets an acceptable level of mastery.	Performance exceeds the standard and/or exceeds an expected level of mastery.
Can effectively analyze a business problem using IS knowledge.	Application of IS knowledge is vague, incomplete, and/or inaccurate.	Application of IS knowledge is adequate but could be more thorough.	Application of IS knowledge is accurate and thorough.

Appendix: Learning Objectives for MBA Core Concepts

Course	Objectives
Marketing B511	<ol style="list-style-type: none"> 1. Explain the function of marketing research process. 2. Demonstrate how customer and business markets are analyzed, and customer loyalty relationships are developed. 3. Describe the function of brand positioning process. 4. Explain high-level description of marketing mix components, including products (services), price, place, promotion (integrated marketing communication).
Finance C517	<ol style="list-style-type: none"> 1. Know under what circumstances firms will pay dividends, repurchase shares, or do neither. 2. Explain the role of derivatives as speculative and hedging instruments. 3. Employ theoretical methods to price options. 4. Calculate the appropriate price for an acquisition candidate. 5. Show how to use forwards, futures, and options to control exchange rate risk.
IS A516	<ol style="list-style-type: none"> 1. Introduce and discuss the contemporary IS body of knowledge and its application to gain operational, tactical, and strategic competitive advantage. The concepts and applications are discussed through case studies.
Quantitative A512	<ol style="list-style-type: none"> 1. Understand the importance of data-driven decision-making. 2. Use descriptive statistics and exploratory data analysis to understand business performance and to assist in decision-making. 3. Understand how the use of sample data and inferential statistics can provide insight into process performance, guide the decision-making process and assist in evaluating the risk associated with a given decision. 4. Understand how regression analysis can be used to evaluate and model the relationship between variables, assisting the decision-making process through the prediction of estimated outcomes. 5. Understand the impact of variation on process variables and key performance indicators to ensure that appropriate action is taken when needed, and to help identify improvement opportunities through the reduction of this variation.
Accounting A513	<ol style="list-style-type: none"> 1. Understand accounting theory and processes for the recording and reporting of financial results for business entities. 2. Demonstrate how to use financial statements in making business decisions. 3. Analyze financial statements and identify financial performance, profitability, and financial risk. 4. Conduct cost analysis for managing costs and making operating decisions, using various cost classifications such as variable cost & fixed cost, direct cost & indirect cost, etc. 5. Prepare a budget and make investment decisions using relevant cost and benefit analyses.
Strategy D511	<ol style="list-style-type: none"> 1. Describe and evaluate the component parts of a company's strategic management overall process that includes developing a vision, crafting, executing and revising the strategic plan. 2. Identify and assess the impact of strengths, weaknesses, opportunities and threats in a company's environment, its industry, and its set of competitors. 3. Identify, analyze, and synthesize data and information that supports company decision-making to improve customer satisfaction, and overall financial performance. 4. Describe, evaluate and synthesize the generic and business-specific factors that reflect a company's overall operational performance, and its performance in its business units and functional business areas. 5. Demonstrate competence in running a simulated company through showing mastery of the business functions including strategy, human resource management, operations, accounting, finance and marketing.

Course	Objectives
Human Resources G514	<ol style="list-style-type: none"> 1. Discuss the primary equal employment opportunity, non-discrimination and employment laws. 2. Define strategic human resource management and the primary functions of HR. 3. Identify appropriate and legal methods of recruiting and hiring employees. 4. Identify methods of conducting job analysis and HR planning and forecasting. 5. Identify primary elements of employee compensation and benefits systems. 6. Discuss primary and current talent management issues.
Operations B513	<ol style="list-style-type: none"> 1. Understand the benefits and implementation strategies of the “continual improvement” process. 2. Understand the benefits of and how to develop a Customer Focused organization. 3. Develop the skills of data driven problem solving using the Lean Six Sigma methodology. 4. Understand how to identify and eliminate waste in any organization or process. 5. Understand how to plan, organize, direct and control the various activities involved with the conversion of inputs and human efforts into valuable goods and services.

Decision Making

Learning Goal 4: Students will be able to demonstrate critical thinking, ethical reasoning, and cross-cultural competence when making business decisions.

Learning Objective	Where taught	Where assessed	Tool	Origin	Rationale	Data Use	Data Collection
Effectively apply critical thinking skills.	B513 B514 D511	C512 C515	Executive Leadership Simulation (AC)	Assessment Center with faculty input	Use real-world business scenarios to assess critical thinking	Formative and Summative	AC staff
		D511	CompXM	Validated test developed specifically for MBA students	Validated test developed specifically for MBA students	Formative and Summative	Faculty
Effectively apply ethical reasoning skills.	B514 G514	C512 C515	Executive Leadership Simulation (AC)	Assessment Center with faculty input	Use real-world business scenarios to assess critical thinking	Formative and Summative	AC staff
		D511	CompXM	Validated test developed specifically for MBA students	Validated test developed specifically for MBA students	Formative and Summative	Faculty
Effectively apply cross-cultural competence skills.	G514 B515	C512 C515	Executive Leadership Simulation (AC)	Assessment Center with faculty input	Use real-world business scenarios to assess critical thinking	Formative and Summative	AC staff
		D511	CompXM	Validated test developed specifically for MBA students	Validated test developed specifically for MBA students	Formative and Summative	Faculty

Learning Objective	Description	Novice	Competent	Accomplished
Effectively apply critical thinking skills.	Can identify and discuss issues and problems, options, assumptions and missing information involved in a business situation, and make a final decision that is reasonable and in the company's best interests.	Application is vague, incomplete, and/or inaccurate throughout.	Application is somewhat vague, incomplete, and/or inaccurate.	Application is mostly complete, comprehensive and accurate.
	Can demonstrate proficiency in areas such as complex problem solving, logical reasoning, and idea generation for making business-related decisions.	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Effectively apply ethical reasoning skills.	Can describe an organizational climate that is ethically sound and the consequences of unethical behavior, identify ethical issues involved in a business situation and develop an ethical resolution that takes into account all relevant stakeholders, and legal, social, regulatory and corporate governance concepts when making business decisions.	Application is vague, incomplete, and/or inaccurate throughout.	Application is somewhat vague, incomplete, and/or inaccurate.	Application is mostly complete, comprehensive and accurate.
	Can demonstrate proficiency in areas such as business ethics and ethical reasoning, business or employment law, sustainability, and the social impact of business.	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Effectively apply cross-cultural competence skills.	Can demonstrate knowledge of the concepts of diversity, its importance to the business environment and associated legal applications, identify cultural and individual differences involved in a business situation and distinguish between various viewpoints, and integrate understanding of the complexities of cultural/individual differences into an appropriate resolution to diversity-related business problems.	Application is vague, incomplete, and/or inaccurate throughout.	Application is somewhat vague, incomplete, and/or inaccurate.	Application is mostly complete, comprehensive and accurate.
	Can demonstrate proficiency in areas such as international business, managing diversity, and cross-cultural or multi-cultural relations.	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.

