**DRAFT ASSESSMENT INFORMATION**

**MS in Data Analytics and Visualization**

**Mission**

To prepare our students to be able to help organizations and society make data-informed decisions that support improved processes and decision-making.

**Goals**

1. To prepare our students with both the conceptual framework and the relevant praxis with analytics tools so that they can find descriptive, predictive, and prescriptive patterns and insights from real-world data.
2. To provide students with the tools and practices needed to communicate effectively with organizational stakeholders, and to align data analytics work with strategic initiatives and organizational performance.
3. To help students perform both exploratory and explanatory data analysis.
4. To provide students with case studies and guidelines that help them discern uses of data, algorithms, and analytical methods that are both legal and ethical.

**Program Level Objectives**

1. Translate qualitative real-world phenomena into quantitative models and structured/unstructured data sets.
2. Identify and implement methods for using data analysis and visualization to drive measurable organizational value and effectiveness.
3. Create a compelling portfolio of increasingly complex data-centric projects that demonstrate data analyst job readiness using reproducible research reporting tools.

**M.S.L in Data and Privacy Law**

**Mission**

Waiting

**Goals**

1. To train non-legal professionals such as Chief Information Officers and Chief Information Security Officers on the fundamental legal implications, considerations, and interrelations of federal, state, and international law so that they can more effectively lead their organizations data and privacy units.

2. To educate litigation oriented support staff, paralegals, executive legal secretaries, and project managers on the interrelation of federal and state discovery rules; strategies and tactics; and the role that electronic discovery plays in litigation, as well as the use of

technology at various levels of litigation, for review, search, and protocol.

**Program Level Objectives**

Waiting

**M.S. in Biotechnology Management and Entrepreneurship**

**Mission**

To prepare our graduates for meaningful employment within the biotechnology sector, so they may contribute in the development and commercialization process from day one and help bring important medical advances that address critical unmet needs that help people live healthier, longer and more meaningful lives.

**Goals**

1. Develop a foundational scientific and technical grounding in biotechnology for managing and commercializing biotechnology programs, projects, and product development initiatives.
2. Develop an operational knowledge of the business, legal, regulatory, and ethical aspects of the field for managing and commercializing biotechnology programs, projects, and product development initiatives.
3. Develop the knowledge and skills required to work effectively with the various stakeholders across the biotechnology ecosystem

**Program Level Objectives**

TBD

**YU Program/Major Assessment:**

**Mission, Goals, Objectives & Curriculum Map[[1]](#footnote-1)**

**College/School Name:** Katz School

**Department/Program Name:** Master of Science in Enterprise Risk Management

**Contact Name:** Andrew Boyarsky, Program Director

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**I.          Department/Program Mission Statement**

**Type department/program mission:**

The mission of the graduate level program, Master of Science in Enterprise Risk Management, is to prepare students for employment in senior levels within the risk management profession and to develop their competencies in: qualitative and quantitative risk analysis and evaluation; managerial, financial and technological skills required to effectively apply systematic enterprise-wide risk management processes, methods, tools and techniques to optimize an organization’s strategy in achieving its strategic objectives.

**Checklist:**

* Is statement clear and concise?
* Does it clearly state the purpose of the department/program, the primary functions and activities, and indicate the key stakeholders?
* Does it support and align with the mission of the school and university?
* Does it reflect the department/program’s priorities and values?

**II. Department/Program Student Learning Goals**

**Type 3-5 department or program student learning goals:**

1. Perform a thorough analysis to address the implications of international and domestic economic and financial forces on organizational finances and operations and their ramifications for the risk portfolio.
2. Implement a global, enterprise-wide risk management program: analyze, define, prioritize, and plan for potential risks and subsequent impacts on global organizations at both the strategic and operational levels.
3. Develop, test, and evaluate continuity and emergency response plans, including the formation and leadership of a crisis management team across the organization and global borders.

**Checklist:**

* Does each goal reflect the department /program’s mission?
* Does each goal state the overarching expectations of students in the program or having completed the program?
* Is each goal broad enough to be easily defined with several specific objectives or indicators of the goal?
* Is each goal distinctive from one another so that there is no redundancy?

**III. Department/Program Student Learning Objectives:**

***Directions:***Complete the following table[[2]](#footnote-2) by listing each department/program goal in the left column. For each Program goal list 2-3 objectives in the right column. Remember that an objective is a specific, measurable, indicator of a learning goal. *Tip: Use the chart (presented on next page) of action words for specific performance indicators of the various cognitive processes in Bloom’s taxonomy if helpful.*

|  |  |
| --- | --- |
| **Department/Program Goal** | **Objectives** |
| 1. Perform a thorough analysis to address the implications of international and domestic economic and financial forces on organizational finances and operations and their ramifications for the risk portfolio. | a. Students will be able to apply the techniques and processes for optimizing risk taking decisions within an organization. |
| b. Students will be able to develop risk management models and adapt a model to the organization’s needs; communicate how risk management creates value. |
| c. Students will be able to perform financial analysis, including capital structuring, capital budgeting, working capital management, analyzing financial statements, ratio analysis, the time value of money, portfolio theory, capital market transfers, asset/liability matching and financial engineering. |
| d. Students will be able to define the fiduciary compliance regime and impact of legal requirements on an organization’s risk portfolio. |
| e. Students will be able to analyze micro and macro-economics, demand and supply, equilibriums, income, employment, and fiscal policies, money and banking, and resource allocation as it pertains to the organizational risk portfolio. |
| 2. Implement a global, enterprise-wide risk management program: analyze, define, prioritize, and plan for potential risks and subsequent impacts on global organizations at both the strategic and operational levels. | a. Students will be able to perform risk identification, measurement, and analysis, applying statistical analytical methods; create valid risk forecasts; perform risk mapping and risk profiling; and determine the cost of risk. |
| b. Students will be able to develop and implement risk retention plans, risk financing transfers, including insurance and claims management systems, alternative risk financing, and hybrid plans; prepare allocation to cost centers. |
| c. Students will be able to analyze basic accounting methods and financial reports, review the accuracy of an organization’s internal control systems and financial operations, and identify areas of improvement. |
| e. Students will be able to demonstrate the basic management processes and project management skills, including the capability to plan, organize, lead, control, and allocate resources; define business functions, process design, capacity planning and scheduling, inventory management, and quality control. |
| f. Students will be able to develop an ERM program, including creating an ERM department; building business relationships; forming strategic alliances and partnerships; staffing; building relationships with other stakeholders; creating a risk management culture; and leveraging diversity. |
| 3. Develop, test, and evaluate continuity and emergency response plans, including the formation and leadership of a crisis management team across the organization and global borders. | a. Students will be able to apply risk control theories to create prevention, reduction, enablement, and enhancement tactics; can create emergency response and business continuity plans. |
| b. Students will be able to identify and implement protection measures for the physical well-being of personnel against work-related accidents, injuries, or other debilitations. |

**Objective Checklist:**

* Is the objective clearly and simply stated?
* Is the objective written using an action verb?
* Does the objective specify observable behaviors that are measurable?
* Is it possible to collect accurate and reliable data pertaining to the objective?
* Is the objective stated so that more than one measurement method can be used to assess it?
* Is it student-centered vs. teacher-oriented? (e.g., students will be able to evaluate vs. students’ will evaluate)

**IV. Curriculum Mapping**

**Definition:** Aligning courses with department and program level goals and objectives

**Directions:** Complete the table[[3]](#footnote-3) below by listing each learning objective/outcome for students in your department/program in the rows in the far left column. List the required courses/experiences in the remaining columns of the first row. Place an X in the cells of each course that targets each objective/outcome. A completed example by a psychology department is provided on the next page.

Levels Curriculum Map

| Learning objectives/ outcomes | Required Courses/Experiences | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fundamentals of Global Enterprise Risk Management** | **Enterprise Risk Planning and Compliance** | **Financial Risk Modeling** | **Quantitative and Qualitative Decision-Making** | **Financial Management** | **Project Management** | **Business Continuity Planning and Crisis Communication** | **Capstone Course** |
| **ERM 5000** | **ERM 5100** | **ERM 5600** | **ERM 5300** | **ERM 5200** | **MAN 5580** | **ERM 5400** | **ERM 6500** |
| 1, a. Students will be able to apply the techniques and processes for optimizing risk taking decisions within an organization. | **X** | **X** | **X** |  |  |  |  | **X** |
| 1, b. Students will be able to develop risk management models and adapt a model to the organization’s needs; communicate how risk management creates value. | **X** | **X** | **X** | **X** |  |  |  | **X** |
| 1, c. Students will be able to perform financial analysis, including capital structuring, capital budgeting, working capital management, analyzing financial statements, ratio analysis, the time value of money, portfolio theory, capital market transfers, asset/liability matching and financial engineering. |  |  | **X** |  | **X** |  |  | **X** |
| 1, d. Students will be able to define the fiduciary compliance regime and impact of legal requirements on an organization’s risk portfolio. | **X** | **X** |  |  | **X** |  |  | **X** |
| 1, e. Students will be able to analyze micro and macro-economics, demand and supply, equilibriums, income, employment, and fiscal policies, money and banking, and resource allocation as it pertains to the organizational risk portfolio. |  | **X** | **X** |  | **X** |  |  | **X** |
| 2, a. Students will be able to perform risk identification, measurement, and analysis, applying statistical analytical methods; create valid risk forecasts; perform risk mapping and risk profiling; and determine the cost of risk. | **X** | **X** | **X** | **X** |  |  |  | **X** |
| 2, b. Students will be able to develop and implement risk retention plans, risk financing transfers, including insurance and claims management systems, alternative risk financing, and hybrid plans; prepare allocation to cost centers. | **X** | **X** | **X** |  |  |  |  | **X** |
| 2, c. Students will be able to review the accuracy of an organization’s internal control systems and financial operations and identify areas of improvement. | **X** | **X** |  |  | **X** |  |  | **X** |
| 2, d. Students will be able to analyze the basic accounting methods and financial reports. |  |  | **X** |  | **X** |  |  | **X** |
| 2, e. Students will be able to demonstrate the basic management processes and project management skills, including the capability to plan, organize, lead, control, and allocate resources; define business functions, process design, capacity planning and scheduling, inventory management, and quality control. | **X** | **X** |  |  | **X** | **X** | **X** | **X** |
| 2, f. Students will be able to develop an ERM program, including creating an ERM department; building business relationships; forming strategic alliances and partnerships; staffing; building relationships with other stakeholders; creating a risk management culture; and leveraging diversity. | **X** | **X** |  |  | **X** | **X** |  | **X** |
| 3, a. Students will be able to apply risk control theories to create prevention, reduction, enablement, and enhancement tactics; can create emergency response and business continuity plans. | **X** | **X** |  |  |  |  | **X** | **X** |
| 3, b. Students will be able to identify and implement protection measures for the physical well-being of personnel against work-related accidents, injuries, or other debilitations. |  | **X** |  |  |  |  | **X** | **X** |

1. Some of the content on this form is based on material from the University of Connecticut and University of Massachusetts (Amherst) learning assessment websites. [↑](#footnote-ref-1)
2. Table adapted from the OAPA handbook program based assessment and review, University of Massachusetts (Amherst). Retrieved Nov. 8, 2013 from http://www.umass.edu/oapa/oapa/publications/online\_handbooks/program\_based.pdf [↑](#footnote-ref-2)
3. Table adapted from Curriculum Mapping Template from Lehman College Office of Assessment and Planning. Retrieved Nov. 7., 2013 from http://www.lehman.edu/research/assessment/templates.php [↑](#footnote-ref-3)