

The Business School Positive Impact Model for Student Assessment

The PIR assessment model includes three areas and seven dimensions. In each of the dimensions there are a number of questions that serve as proxies to assess how students perceive their school's current state to create a positive impact. These proxies may or may not be a good expression of a given dimension and are therefore adapted over time to better reflect this dimension. Educating and engaging have been identified as critical roles for business schools in the 50+20 vision for business schools. Energizing is an area that has been added to the 50+20 model given its fundamental importance in orienting the school and its development. The first edition of the PIR has confirmed that this area is indeed a predictor for creating a positive impact.

Business School Positive Impact Model for Student Assessment		
Areas	Dimensions	No of questions
Energizing	Governance	2 questions
	Culture	4 questions
Educating	Programs	4 questions
	Learning Methods	3 questions
	Student Support	3 questions
Engaging	Institution as a Role Model	2 questions
	Public Engagement	2 questions

Area 1 – Energizing

Energizing measures how governance and culture move the school ahead as perceived by its students. It is a lead indicator for a business school to increase its positive impact.

Governance dimension: Students assess to what degree the school's vision includes societal engagement and to what degree sustainability and societal engagements are perceived as a driving force for the school.

Culture dimension: Students assess the degree to which a school is aligned with its purpose and vision and if change & innovation are a natural part of a school's culture. They also assess to what degree people in the school are motivated beyond self-interest and if the school supports personal development.

Area 2 - Educating

Educating measures a fundamental role of a school by preparing students to become responsible leaders in business and society. It is an area of direct relevance to the students.

Programs dimension: Students assess the degree to which ethics, responsibility & sustainability are integrated into study programs, and if societal stakeholders are typically a part of the student learning experience. They also assess if their study program develops skills to become a responsible leader and if program management listens to student suggestions for change.

Learning methods dimension: Students assess if they are trained to apply methods and tools to societal challenges, and the degree to which they learn to co-create solutions with business and societal stakeholders. They also assess the degree to which teaching methods at the school are innovative.

Student support dimension: Students assess the degree to which they are supported to engage with business and societal stakeholders to create a positive impact in society. They also assess to what degree students at their school are supported to address societal challenges, and if they are encouraged to take into consideration the social and sustainable profile of a companies in assessing employer attractiveness.

Area 3 - Engaging

Engaging reflects the school's active engagement to earn the trust of students and society, but also its status as a respected public citizen.

Role Model dimension: Students assess if their school reports on its responsibility and sustainability goals and performance, and the degree to which they perceive that their school's graduates are prepared to deal with sustainability challenges in their jobs.

Public Engagement dimension: Students assess the level of responsibility and sustainability engagement among the school's members (faculty, staff, students), but also how the school's responsibility and sustainability engagement are recognized by the public.

Furthermore, there are three open ended questions asking students what their schools should start, stop, or continue doing in support of its commitment to providing management education that results in a positive impact for the world.