

Walker College of Business

Assessment Plan for MBA Program

MBA Degree Program Learning Goals

Goal 1: Functional Business Disciplines

1A: Students will demonstrate an interdisciplinary understanding of relevant business disciplines.

- Students will demonstrate conceptual understanding and mastery of concepts, principles and knowledge related to accounting, finance, management, marketing, and strategic integration.

1B: Students will apply knowledge to integrate and solve problems in changing and unfamiliar environments.

- Students will exhibit the ability analyze and synthesize information from theoretical situations.
- Students will apply knowledge of the functional areas of business in effective decision making.

Goal 2: Leadership Skills: Students will demonstrate an understanding of the leadership skills necessary to foster team effectiveness for making decisions and accomplishing goals in a business environment.

- Students will demonstrate facilitation and organization skills.
- Students will identify effective leadership methods.


Goal 3: Business Ethics: Students will demonstrate an ability to recognize and evaluate ethical dimensions of business decisions, probable outcomes and effects on stakeholders.

- Students will identify ethical dilemmas and support the identification with relevant facts.
- Students will identify stakeholders and articulate the role and responsibility of businesses in relation to the stakeholders and their ethical involvement.
- Students will be able to articulate an ethical course of action and proper supporting facts.

Goal 4: Professional and Communication Skills: Students will demonstrate effective professional and communication skills.

- Students will communicate complex ideas and points of view clearly and concisely.
- Students will demonstrate the ability to make use of the conventions regarding the genre of business communication while efficiently attending to the needs of the audience.

Goal 5: Global Business Environments: Students will demonstrate knowledge of the issues involved in conducting business in a diverse, global environment.

- Students will be able to provide a thorough and accurate analysis of the differences in cultural among diverse business environments.
 - Students will clearly demonstrate the ability to frame management decisions, recommendations, and implementation actions in the context of global opportunities and challenges providing supportive reasoning for their decision.
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Coverage of MBA Learning Goals in MBA Curriculum

MBA Learning Goal Coverage in Core						
Core Courses	Learning Goal					
	1A	1B	2	3	4	5
MBA 5110 Economics	H	S		S		S
MBA 5200 Prob. Analysis	H	S		S		
MBA 5230 Global Info. Sys.	H	S		S	S	S
MBA 5320 Accounting	H	S		S		
MBA 5220 Supply Chain	H	S		S		S
MBA 5420 Marketing	H	S		S	S	S
MBA 5600 Finance	H	S		S		
MBA 5750 Strategic Mgmt.	H	H		S		S
MBA 5040 Ethics	H	S		S	S	S
MBA 5050 Business Law			S	H	S	
MBA 5710 Leadership Skills			H		S	S
MBA 5820 Executive Skills			S	H	S	

Keys for Items Above:

Key for Teaching Coverage	
H	Primary emphasis
S	Secondary emphasis

Our assessment plan for the MBA program is comprised of the ETS Field Exam for the MBA, along with evaluating student work assignments related to each of the learning goals in courses that make up the MBA curriculum. Student work that is evaluated subjectively is to be evaluated according to internally developed rubrics. The following grid shows how and where each of the learning goals will be assessed:

Planned Assessment of MBA Learning Goals by Term

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Learning Goals Assessed	Learning Goals Assessed	Learning Goals Assessed	Learning Goals Assessed	Learning Goals Assessed	Learning Goals Assessed
Functional Business Disciplines	Functional Business Disciplines	Functional Business Disciplines Professional and Communication Skills Business Ethics Global Business Environments	Functional Business Disciplines/ Integration Professional and Communication Skills/Written Leadership Skills	Functional Business Disciplines/ Integration Professional and Communication Skills/Oral and Written Business Ethics Global Business Environments	Functional Business Disciplines/ Integration Professional and Communication Skills Leadership Skills Business Ethics Global Business Environments

MBA Assessment Plan

Initially, we planned to assess all learning goals in each academic year however, as we refined the assessment process and obtained information on student performance over a couple of cycles, we made adjustments to the frequency and timing of the assessment activities.

Assessment Plan Description and Rubrics

For Goal 1:

Goal	Learning Goal 1A - Functional Business Knowledge – Competence
Learning Outcome	Students will demonstrate conceptual understanding and mastery of concepts, principles and knowledge related to accounting, finance, management, marketing, and strategic integration.
Assessment Method and/or Measure	The methodology for this learning goal is the use of the ETS Field Test for MBA. All students graduating from the MBA program are required to take the ETS exam. Students must place in the 15 th percentile or higher.
Target Performance Level	This learning outcome will be considered to be minimally attained if the overall performance of the MBA students taking the exam is at or above the 75 th percentile.

Goal	Learning Goal 1B - Functional Business Knowledge – Integration
Learning Outcome	Students will demonstrate an ability to integrate the functional areas of business.
Assessment Method and/or Measure	Dr. Pleines (outside industry expert) will conduct a simulation which he uses to hire prospects for his company. Students will be divided into groups and given a factious company. Packets with information about their company’s product manufacturing, sales, equipment, financial status, loan information as well as other significant information will be allocated to each group. The students will then be asked to make decisions concerning marketing production, administration, research and development, etc. Their decisions will be evaluated based on the competition as well as the current market. At the end, the company with the highest retained earnings will be recognized as the most successful company. Throughout the simulation, students will be evaluated on their facilitation and organizational skills, analytical rigor, leadership potential, contribution level, and strategic thinking.
Target Performance	The target performance for this assessment method will be determined in coordination with the development of the assessment method.

For Goal 2:

Goal	Learning Goal 2 - Leadership Skills
Learning Outcome	Students will demonstrate an understanding of the leadership skills necessary to foster team effectiveness for making decisions and accomplishing goals in a business environment.
Assessment Method and/or Measure	Dr. Pleines (outside industry expert) will conduct a simulation which he uses to hire prospects for his company. Students will be divided into groups and given a factious company. Packets with information about their company's product manufacturing, sales, equipment, financial status, loan information as well as other significant information will be allocated to each group. The students will then asked to make decisions concerning marketing production, administration, research and development, etc. Their decisions will be evaluated based on the competition as well as the current market. At the end, the company with the highest retained earnings will be recognized as the most successful company. Throughout the simulation, students will be evaluated on their confidence, balance between task and interpersonal relations, ability to listen, neutrality, and ability to stay on track.
Target Performance	This learning outcome will be considered to be minimally attained if 75% of students meet or exceed expectations.

Rubric to Assess Students' Leadership Abilities

	1: Beginner	2: Novice	3: Proficient	4: Advanced	Score
Confidence	Gives an impression of reluctance or uncertainty about exercising leadership	Shows occasional signs of insecurity about leading, or is overly confident about own leadership skills	Looks comfortable and confident in exercising leadership duties	Looks highly comfortable and confident in all facets exercising leadership duties	
Balance between task and interpersonal relations	Focuses exclusively on the task to be accomplished without regard to the people or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard to the task	Gives too much attention to the task or to interpersonal relations in the group	Balances the need for task accomplishment with the needs of individuals in the group	Balance between task and interpersonal relations with the needs of individuals in the group and maintains good working relationships that are effective to complete tasks	
Ability to listen	Asks for ideas or suggestions without intending to consider them	Asks for ideas and suggestions but neglects to consider them	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas; Checks for agreement, acceptance, buy-in	
Neutral	May show favoritism to one or more group members	Does not stay open to opinions of all members of the group	Shows respect to all group members; Gives recognition and encouragement most of the time	Shows respect to all group members; Gives recognition and encouragement; Engages all group members;	
Stays on track	Takes the group off track	Allows the group to ramble or stray off track too much, or keeps the group so rigidly on track that relevant issues or concerns are ignored	Does an adequate job differentiating between useful and un-useful conversation among group members	Keeps the group on track by managing time, providing coaching or guidance, using humor, or resolving differences, as needed;	
				Total Points:	

Students must earn a 3 or higher in at least 4 of the categories to meet expectations.

For Goal 3:

Goal	Learning Goal Three - Business Ethics
Learning Outcome	Students will demonstrate an ability to recognize and evaluate ethical dimensions of business decisions, probable outcomes and effects on stakeholders.
Assessment Method and/or Measure	Students enrolled in MBA 5820 will be asked to read and evaluate a case study based on several ethical dimensions.
Target Performance	This learning outcome will be considered to be minimally attained if 75% of students meet or exceed expectations.

Rubric to Assess Students' Ethical Reasoning

Criteria	Unacceptable	Acceptable	Exemplary
Students are able to identify ethical dilemmas as they relate to business practices in real life scenarios.	Student is unable to clearly articulate the ethical dilemma and lacks supporting facts/evidence.	Student is able to identify an ethical dilemma.	Student identifies an ethical dilemma and supports the identification with relevant facts/evidence.
Students demonstrate an ability to identify stakeholders involved in an ethical dilemma and the implications for each.	Student lacks knowledge to correctly identify stakeholders and/or does not provide rationale for their involvement and implications for each.	Student clearly and accurately identifies stakeholders and their involvement as it relates to the situation.	Student comprehensively identifies stakeholders and articulates the role and responsibility of business in society in relation to the stakeholders and their involvement.
Students demonstrate an understanding of ethical business practices in decision making.	Student fails to recognize and identify practical strategies for solving ethical business problems.	Student is able to identify at least two strategies used to solve ethical business problems and their implications.	Student exhausts strategies (3 or more) and their implications for solving ethical business problems.
Students demonstrate an understanding of a leader's role as it relates to ethical business practices.	Student is unable to clearly identify the leader's role and fails to identify a proper course of action.	Student demonstrates knowledge of the leader's role as it directly relates to ethical business practices and identifies an ethical course of action.	Student clearly articulates a course of action and proper supporting facts as to why the decision is ethically correct. Knowledge of the leader's role is evident.

For Goal 4:

Goal	Learning Goal Four - Professional and Communication Skills
Learning Outcome	Students will demonstrate effective professional and communication skills.
Assessment Methods and/or Measures	Written: Students in MBA 5820 will be given a case study to evaluate their ability to compose a written synopsis. Oral: Students in MBA 5820 will be asked to create and deliver an “infomercial” and graded using the rubric presented below.
Target Performance	This learning outcome will be considered to be minimally attained if 75% of students meet or exceed expectations.

Rubric to Assess Students’ Abilities to Communicate in Written Form

Criteria	Unacceptable	Acceptable	Exemplary
<u>Clarity and Succinctness</u> Students are able to communicate ideas and points of views concisely.	Student is unable to express a point of view. Vocabulary is poorly chosen and many misspellings are evident.	Student is able to express their point of view with clarity and is effective in doing so. Few misspellings and grammatical errors.	Student communicates complex ideas and points of view with conciseness. Exemplifies grammatical excellence with a superb choice of words.
<u>Professionalism</u> Students are able to convey a professional tone that aligns with the situation and audience.	Student lacks knowledge to correctly identify the situation and has an inconsistent tone.	Student has a general knowledge of the situation and does a fair job of meeting the needs of the situation as well as the audience.	Student is keenly aware of the situation and makes astute use of the conventions regarding the genre of business communication while efficiently attending to the needs of the audience.
<u>Organization</u> Students exhibit coherency and organization between ideas and relationships.	Student displays disjointed, unclear, and/or unorganized thoughts and ideas throughout the paper. No evidence of clear transitions or sequencing devices.	Student uses sequencing devices or phrases with efficiency and clearly transitions between sentences, paragraphs, and ideas.	Student incorporates sequencing devices or phrases with maximum efficiency (including implicit and explicit transitions), creating patterned flow between sentences, paragraphs, and ideas.
<u>Mechanics</u> Students work displays successful editing and mechanics which enhance the paper.	Student fails to demonstrate editing abilities. Readers are distracted by mechanics.	Student demonstrates an acceptable level of editing. Readers are not distracted by mechanics of the paper.	Student demonstrates an exceptional level of editing. The overall mechanics of the paper greatly enhance its readability.

Rubric to Assess Students' Ethical Reasoning

Criteria	Score	Comments on individual items.
The pitch included basic elements (<i>desired role, value, qualifications</i>).		
The pitch was <i>clear</i> .		
The pitch was <i>compelling</i> .		
The pitch was <i>credible</i> .		
The presenter appeared <i>confident</i> and comfortable delivering the pitch.		
The presenter maintained <i>good eye contact</i> with the audience.		
The presenter was poised and <i>professional</i> (e.g., posture, attitude, etc.).		
The presenter <i>minimized the use of filler word</i> (ums, uhhs, ahhs, you knows).		

For Goal 5:

Goal	Learning Goal Five – Global Business Environments
Learning Outcome	Students will demonstrate knowledge of the issues involved in conducting business in a diverse, global environment.
Methods and/or Measures	Each MBA student enrolled in MBA 5820 will be assigned a case to analyze. The cases will be used to assess the students' knowledge of international/global topics. A rubric was developed to enable the assessment. Three dimensions of the global learning outcome were developed as: 1) the ability to determine the subject company's international strategy, 2) the ability to identify and evaluate the subject company's problems and opportunities and 3) the ability to generate actionable recommendations. The rubric for evaluating the assignment with regard to the three dimensions is presented below.
Target performance	This learning outcome will be considered to be minimally attained if 75% of students meet or exceed expectations.

Rubric to Assess Students' Global Business Awareness

Performance Components	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
1. Description of International Strategy	The work is partially incomplete or at a level that only partially meets expectations. The response demonstrates inconsistent or superficial understanding of the issues with little or no analysis incorporating relevant concepts.	The work is complete and at a level of quality that is acceptable and appropriate. The response demonstrates a solid understanding of the issue and incorporates an analysis that applies relevant concepts where appropriate.	The work is extremely complete in that the quality of the response consistently exceeds an acceptable and appropriate description of the current strategy. The response demonstrates an excellent understanding of the issue and incorporates a strong analysis of the global issues in the case.
2. Evaluation of Problems and Opportunities	The work does not adequately identify or incorrectly identifies problems and opportunities that are evident in the case.	The work appropriately identifies and analyzes the core problems and opportunities based on an appropriate justification and analysis of case content.	The work comprehensively identifies and analyzes the core problems and opportunities based on outstanding justification and analysis of case content
3. Generation of Actionable Recommendations	The work does not provide realistic recommendations or sufficiently developed recommendations based on the application of concepts to the situation of the company.	The work provides realistic and appropriately developed recommendations based on the application of concepts to the situation of the company.	The work provides realistic, justifiable, and exceptionally developed recommendations based on the application of concepts to the situation of the company.