

Walker College of Business

Assessment Plan for MBA Program

MBA Degree Program Learning Goals

Goal 1: Functional Business Disciplines

- Students will demonstrate competence in each of the functional areas of business: accounting, economics, finance, management, marketing, operations, and information systems.
- Students will demonstrate an ability to integrate the functional areas of business.

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.

Goal 3: Business Ethics

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

Goal 4: Professional and Communication Skills

Students will demonstrate effective professional and communication skills.

Goal 5: Global Business Environments

Students will demonstrate knowledge of the issues involved in conducting business in a diverse, global environment.

Coverage of MBA Learning Goals in MBA Curriculum

MBA Learning Goal Coverage in Core						
	Learning Goal					
Core Courses	1A	1B	2	3	4	5
MBA 5110	H	S		S		S
MBA 5200		S		S		
MBA 5230	H	S		S	S	S
MBA 5320	H	S		S		
MBA 5220	H	S		S		S
MBA 5420	H	S		S	S	S
MBA 5600	H	S		S		
MBA 5750	H	H		S		S
MBA 5020		S		S	S	H
MBA 5670			S	H	H	
MBA 5710			H		H	
MBA 5810			H	S	S	

Keys for Items Above:

Key for Learning Goals	
1A	Functional Business Knowledge –Competence
1B	Functional Business Knowledge – Integration
2	Leadership Skills
3	Business Ethics
4	Professional and Communication Skills
5	Global Business Environments

Key for Teaching Coverage	
H	Primary emphasis
S	Secondary emphasis

Key for MBA Core Curriculum	
MBA 5110	Economics for Decision Making
MBA 5200	Problem Analysis and Quantitative Methods
MBA 5230	Information Systems for Competitive Advantage
MBA 5320	Managerial Accounting
MBA 5220	Operations and Supply Chain Management
MBA 5420	Marketing Strategy and Applications
MBA 5600	Managerial Finance
MBA 5750	Strategic Management
MBA 5020	International Seminar
MBA 5670	Ethics and Communication
MBA 5710	Leadership Skills
MBA 5810	Executive Skills

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 Course & Term

Courses	Learning Goals					
	1A	1B	2	3	4	5
MBA 5750		X				
MBA 5020						X
MBA 5670				X	X	
MBA 5710			X			
ETS Field Test	X					
	<u>Note:</u> All goals to be assessed beginning in 2006-07, except for goal 1B (Integration of Functional Business Knowledge) which will be assessed for the first time in 2007-08.					

MBA Assessment Plan for 2007 – 2009

We plan to assess all of the learning goals in the 2006-2007 academic year, except for learning goal 1B. It will be assessed for the first time in the 2007-2008 academic year, along with another round of assessment of each of the other goals. Initially, we plan to assess all learning goals in each academic year. However, as we refine the assessment process and obtain information on student performance over a couple of cycles, we may then decide to make 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 competence in each of the functional areas of business: accounting, economics, finance, management, marketing, operations, and information systems.
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. In the past, we have not required a minimum score from students, merely that they take the exam.
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 70 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	This learning goal will be assessed in the MBA 5750 – Strategic Management class. The instructor who will be teaching this class has recently been hired and will teach the class for the first time in spring 2008. The assessment method will be determined in coordination with the MBA faculty.
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	This learning goal is assessed in MBA 5710 – Leadership Skills. One of the cases utilized in the course was selected for use in assessing this learning outcome. Copies of the cases were made to be used for assessment, separate from grading purposes. Using a rubric, each of the four dimensions of leadership skill knowledge was assessed. See the following page for the rubric to be used in the assessment.
Target Performance	This learning outcome will be considered to be minimally attained if 80% of students meet or exceed expectations.

Rubric to Assess the Four Dimensions of Leadership Skill Knowledge			
Leadership Dimensions	Does Not Meet Expectations (DNME)	Meets Expectations (ME)	Exceeds Expectations (EE)
Executive Summary	Student omits executive summary, provides a recap beyond 4 sentences, or does not adequately summarize his/her thoughts in the paper.	Student summarizes and/or discusses core problem of case in 2-4 sentences. Generally reflects and represents the analysis, although a major thrust of the analysis may not have been included.	In two sentences, student succinctly provides core issue and his/her personal recommendation for leadership behavior. Directly reflects and represents the content of the analysis.
Identification of Case Problem	Student incorrectly identifies case problems/issues.	Student explains the general issues in the case, and links to leadership issues, although at times may focus on “symptoms” rather than underlying causes.	Within the first three paragraphs of the analysis, student correctly identifies and explicates the leadership dilemma or problem in the case. Does not approach the case at a surface level, indicates that thought/analysis has been oriented towards understanding causes of behavior.
Use of Leadership Theory as an Analytical Tool	Student focuses on recapping the case, and/or student’s analysis largely misapplies theory.	Student generally provides detailed accurate linkages between leadership theory and the case issue. Student provides analysis of underlying issues, although some of the analysis stays at the symptom-level. Some of the theory may be misapplied, although not the majority of the theory	Student probes the issues in the case deeply, providing specific examples and linkages with theory to provide a framework for understanding the underlying causes of the issue rather than responding at a symptomatic level.
Generation of Action Alternatives / Recommendation	Student develops unrealistic recommendations and/or recommendations do not consider or inaccurately represent prior analysis based on theory.	Provides alternatives for the protagonist of the case, the majority of which are acceptable and linked with theory. Some may represent straw men and/or not be linked to theory, although not the majority. Or, (depending on case format), student may link theory to attempt to understand a personal experience, with majority of the insight being accurately connected to theory with an acceptable level of detail.	Student provides several realistic alternatives for the protagonist of the case, based on theoretical analysis and theory, and chooses and defends best course of action. Alternatively (depending on the case format), student may link theory accurately to understand a personal experience.
Overall Scoring for Student Skills Development: student >1 DNME = DNME. If student passes this threshold, then if they have >2 EE = EE. Otherwise, student is assessed as ME.			

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 taking MBA 5670 – Ethics and Communication were given several cases during the course of the semester. An early case and a late case were selected for assessment and copies of the students’ cases made for assessment purposes, separate from grading. A rubric was used to assess the students’ ethical reasoning skills. The rubric developed for this purpose is presented below.
Target Performance	This learning outcome will be considered to be minimally attained if 80% of students meet or exceed expectations.

Rubric to Assess Students’ Ethical Reasoning

Highest Level – Consistently does all or almost all of the following:

- creatively and comprehensively articulates approaches to ethical issues and social responsibility, in a scholarly manner, citing specific evidence
- demonstrates an ability view multiple sides of these issues
- questions what is being taught
- constructs independent meaning and interpretations
- presents well-developed ideas on the role of ethical issues and social responsibility in both private and public life
- demonstrates a deep awareness of how a conceptual understanding of ethical issues and social responsibility manifests concretely in one’s own personal choices, including decisions on when and how to act

Middle Level – Does most or many of the following:

- exhibits a working knowledge of major themes and scholarly debates surrounding ethical issues and social responsibility
- applies understanding to some topic(s) but offers no independent analysis
- references ethical issues and social responsibility as a subject of personal inquiry
- *begins* to question established views
- contemplates in some way the value and impact of individual choices and personal action on one’s broader community, yet not really deeply

Lowest Level – Does most or many of the following:

- mentions some issue(s) involving ethics and/or talks about social responsibility in a general fashion, but does not discuss these areas in a meaningful way
- contains some evidence of self-reflection in the area of ethical issues and/or social responsibility, but this reflection is superficial and reveals little or no questioning of established views
- displays little or no engagement with the subjects of ethical issues and social responsibility
- demonstrates little or no recognition of ethical issues and social responsibility as subjects worthy of personal inquiry.

Note: In this scoring guide, the phrase “ethical issues and social responsibility” refers to the impact and value of individuals and their choices on society – intellectually, socially, and personally.

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	Students enrolled in MBA 5670 – Ethics and Communication were given multiple writing assignments and presentation assignments. Two of each were selected for assessment purposes. A set of rubrics was developed for the assessment of written communication skills as well as oral communications skills. Those rubrics are presented below.
Target Performance	This learning outcome will be considered to be minimally attained if 80% of students meet or exceed expectations.

Two separate rubrics were developed to assess oral and written communication skills, respectively. The two rubrics follow.

Oral Communication Rubric		
Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Organization Content		
No opening statement, or irrelevant statement. Loses focus more than twice. Does not manage time effectively.	Has opening statement relevant to topic, and gives outline of speech. Mostly organized, loses focus only once or twice. Some transition. Allows enough time to deliver speech, although it could have been better edited. Reasonable analysis.	Has a clear opening statement that catches audience's interest and gives overview. Stays focused throughout. Has transition statements, ties sections together. Very effective time management. Strong analysis.
Quality of Slides		
Sloppy and/or unprofessional. May be difficult to read. Many slides are superfluous. Represents minimal effort & lacks creativity.	Readable, professional, appropriate number.	Readable, professional, imaginative and/or of high quality (without being a distraction)
Voice Quality and Pace		
Demonstrates one or more of the following: mumbling, hard to understand; too soft, loud, fast, slow. Needs energy, too many "um"s.	Can easily understand – appropriate pace, volume. Delivery is mostly clear and natural. Some "um"s.	Excellent delivery. Conversational, modulates voice, projects enthusiasm, interest and confidence
Mannerisms / Professional		
Demonstrates one or more distracting mannerisms: bad posture, shifting feet, etc. Inappropriate attire.	No distracting mannerisms. Posture is acceptable, but lacking polished professionalism.	Uses body language effectively (and naturally) to maintain audience's interest. Dress/posture most professional. Confident.
Use of Media / Rapport with Audience		
Relies heavily on slides or notes. Makes little eye contact. Inappropriate number of slides (too few or too many).	Looks at slides to keep on track with presentation. Appropriate number of slides. Maintains eye contact with audience 90% of time.	Slides are used effortlessly to enhance speech. Speech could be effectively delivered without them. Perfect eye contact.

Written Communication Rubric		
Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Ideas and Content		
Need for revision outweighs strengths; no clear sense of purpose. Support is largely inadequate. Difficulty moving from general observations to specifics. Does not stay on topic. Details missing, text may be repetitious.	Some development, but it is basic or general. Ideas are clear but not detailed or expanded enough to show in-depth understanding. Strengths outweigh weaknesses. Some revision needed.	Structure, order, central idea is compelling and moves reader through. Thoughtful transitions show how ideas connect. Details seem to fit, sequencing is logical and effective. Flow is smooth.
Organization		
Lacks clear sense of direction. Ideas strung together in loose or random fashion. Pacing feels awkward, sequencing needs lots of work. Hard for reader to get a grip on main topic line. Confusing connections.	Recognizable introduction and conclusion; transitions work well. Sequencing shows some logic, but not consistently supporting ideas. Sometimes predictable and rehearsed.	Inviting introduction. Satisfying conclusion; sequencing is logical and all flows very smoothly.
Language and Voice		
Many egregious grammatical problems; voice inconsistency; misspelled and misused words. Limited vocabulary and redundancy. Unimaginative.	Adequacy in grammar, word choice. Language functional but not highly professional or imaginative. Some revision/editing needed.	Perfection in grammar, words are specific and accurate. Striking words and phrases catch readers' eye. Precision is obvious. Writing has easy flow and cadence with sentences well built, varying in length and structure. Writer speaks directly to the reader in a way that is individual, compelling and engaging. Shows strong commitment to topic.
Presentation		
Unprofessional appearance, lack of headings, spacing, page numbers, references and documentation. Problems with fonts and spacing	Professionally presented and properly documented. Good use of headings, although not original. Perhaps one or two problems with consistency in font or lacking page numbers or spacing problems.	Beautifully and professionally presented. Originally crafted with good use of headings and most proper use of references and documentation. Effective integration of text, graphics tables, etc. Use of title page, table of contents, bulleting, etc.

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 5020 – International Seminar was assigned several cases to analyze. One of the cases was 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. They were 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 80% of students meet or exceed expectations.

Rubric for Assessing 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.