

# COLLEGE OF BUSINESS INTERNAL ASSESSMENT FOR THE MBA

## 1.1 Learning Goals for the MBA Program

The College of Business at West Texas A&M University seeks to prepare students in the Master of Business Administration (MBA) degree program for careers in business and to foster their professional growth and advancement via the key learning goals. The key learning goals for the MBA are as follows:

- Goal 1: Professional Communication: Graduates of the MBA program will communicate effectively as managers.
- Goal 2: Leadership: Graduates of the MBA program will be leaders.
- Goal 3: Business Environment: Graduates of the MBA program will be knowledgeable of ethical, global, and social trends affecting business decisions.
- Goal 4: Business Integration: Graduates of the MBA program will be able to integrate quantitative and qualitative techniques from business functional areas.

## 1.2 Learning Objectives for the MBA Program

### Goal 1: Professional Communication:

Objectives:

- 1.1 **Professional Writing:** Demonstrate capacity to employ written presentation channels to effectively communicate with different levels of personnel and meet organizational goals.
- 1.2 **Oral Communication:** Demonstrate capacity to employ oral presentation channels to effectively communicate with different levels of personnel and meet organizational goals.

### Goal 2: Leadership:

Objectives:

- 2.1 **Capacity to Lead:** Demonstrate understanding of the leadership skills necessary to foster team effectiveness for making decisions.
- 2.2 **Goal Setting:** Demonstrate capacity to establish and evaluate organizational goals.

### Goal 3: Business Environment:

Objectives:

- 3.1 **Business Ethics:** Demonstrate capacity to recognize and evaluate ethical dimensions of business decisions and the effects on stakeholders.
- 3.2 **Global Business Environment:** Demonstrate knowledge of the issues involved in conducting business in a diverse, global environment.

### Goal 4: Business Integration:

Objectives:

- 4.1 **Decision Making:** Demonstrate capacity to integrate quantitative and qualitative techniques from functional business areas to analyze business alternatives.
- 4.2 **Strategic Planning:** Demonstrate capacity to formulate strategies that are feasible, understandable, and foster long-term sustainability within the context of achieving organizational goals and social responsibilities.

### 1.3 Traits, Standards, and/or Rubric for the MBA Program

#### Goal and Objective 1.1: Professional Writing Assessment Form (MBA)

Course: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Student: \_\_\_\_\_

<b>TRAIT</b>	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>EXEMPLARY</b>
<b>Executive Summary</b>	Topic, organizational issues, and recommendations not presented in a clear, concise, and informative manner.	Topic, organizational issues, and recommendations presented but with minor deficiencies in clarity, conciseness, or content.	Topic, organizational issues, and recommendations presented clearly, concisely, and in an informative manner.
<b>Introduction</b>	Fails to engage and/or provide the reader with a clear map of the organizational structure of the manuscript.	Moderately engages the reader and provides a clear map to the organizational structure of the manuscript.	Engages the reader and provides a clear map to the organizational structure of the manuscript.
<b>Background</b>	Provides limited overview and background information of the relevant literature.	Provides adequate overview and background information of relevant literature.	Provides extensive overview and background information of relevant literature.
<b>Analysis of Issue</b>	Analysis is incomplete and/or does not apply appropriate theories/concepts/methods.	Provides analysis of chosen issue using most of the appropriate theories/concepts/methods.	Thorough analysis of chosen issue using appropriate theories/concepts/methods.
<b>Recommendations</b>	Recommendations encompass less than four of the following five characteristics: relevant, feasible, high quality, considers limitations, and based on solid theoretical foundation.	Recommendations encompass four of the following five characteristics: relevant, feasible, high quality, considers limitations, and based on solid theoretical foundation.	Recommendations are relevant, feasible, high quality, considers limitations, and based on solid theoretical foundation.
<b>Conclusion</b>	Fails to summarize results and clearly convince reader recommendations are valid.	Summarizes results and convinces reader recommendations are valid.	Summarizes results and reinforces validity of recommendations.
<b>References</b>	Incomplete with multiple errors.	Complete with minor errors.	Complete and accurate.
<b>Style</b>	Structure is not easy to follow and significant errors with respect to writing fundamentals.	Structure is easy to follow with minor spelling, typographical, and/or grammatical errors.	Structure is easy to follow with no spelling, typographical, and/or grammatical errors.

### Goal and Objective 1.2: Oral Communication Assessment Form (MBA)

Course: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Student: \_\_\_\_\_

<b>TRAIT</b>	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>EXEMPLARY</b>
<b>Organization</b>	Opening statement not relevant. Poor organization and delivery that is lacking focus.	Opening statement relevant to topic and provides outline of speech. Mostly organized and loses focus only once or twice.	Clear opening statement that engages audience and provides outline of speech. Maintains focus and organization.
<b>Content</b>	Presentation is not current, complete, and/or objective. Appropriate sources are not employed.	Presentation is current, complete, objective, and employs appropriate sources.	Presentation distinguished with respect to being current, complete, objective, and employing appropriate sources.
<b>Summary</b>	The summary of key concepts and issues are incomplete or not directly related to the topic.	Most of the key concepts and issues in the summary are useful and related to the topic.	The summary of key concepts and issues are useful and related to the topic.
<b>Delivery</b>	Demonstrates one or more of the following: mumbling, improper English, or inappropriate voice modulation.	Most of the presentation is interesting, confident, creative, and clear. Correctly modulates voice.	Presentation is interesting, confident, creative, and clear. Correctly modulates voice.
<b>Mannerisms</b>	Demonstrates distracting mannerisms, eye contact, and/or poor posture.	Displays appropriate posture and eye contact without distracting mannerisms.	Uses body language effectively to engage audience.
<b>Use of Media</b>	Technology, slides, props, and/or handouts do not clearly enhance the presentation.	Technology, slides, props, and/or handouts are appropriately employed to enhance presentation	Technology, slides, props, and/or handouts are appropriately employed and clearly augment presentation quality and viewer engagement.

**Goal and Objective 2.1: Capacity to Lead Assessment Form (MBA)**

Course: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Student: \_\_\_\_\_

<b>TRAIT</b>	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>EXEMPLARY</b>
<b>Relating to Group</b>	Works independently but struggles to work with others.	Works well with others.	Encourages, motivates, and works well with others.
<b>Ability to Listen</b>	Asks for ideas or suggestions but neglects to consider or integrate.	Considers and respects suggestions of team members when preparing decision resolution.	Respects opinions of team members and makes an effort to integrate multiple perspectives in decision resolution.
<b>Ability to Manage</b>	Has an incomplete or inappropriate agenda for the group. Struggles to prevent the group from rambling or straying from agenda.	Has a clear agenda for the group. Fosters discussion without excessively losing agenda focus.	Circulates a clear agenda to the group in advance. Fosters discussion but facilitates agenda discussion in a timely and efficient fashion.
<b>Balance</b>	Unable to achieve balance between completing assignments versus the need to focus on interpersonal relations.	Balances the need for assignment completion with the needs for individuals in the group.	Effectively and efficiently assigns projects to team members. Provides positive reinforcement.
<b>Decision</b>	Decision is not consistent with theoretical foundation and/or does not include multiple perspectives.	Makes a decision based on theoretical foundation and multiple perspectives.	Decision consistent with best practice, strong theoretical foundation, and reflective of multiple stakeholder input.
<b>Understanding Change</b>	Has limited understanding and difficulty analyzing change within and outside organizational system.	With some limitation, is able to analyze and articulate impact of change within and outside organizational system.	Able to analyze and articulate impact of change within and outside organizational system.

**Goal and Objective 2.2: Goal Setting Assessment Form (MBA)**

Course: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Student: \_\_\_\_\_

<b>TRAIT</b>	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>EXEMPLARY</b>
<b>Goal Recommendations</b>	Goals and recommendations lack relevance, clarity, feasibility, or quality.	Provides relevant, clear, feasible, and high quality goals and recommendations.	Provides relevant, clear, feasible, and high quality goals and recommendations. Demonstrates consideration of alternative goals and recommendations as part of the decision process.
<b>Measuring Outcomes</b>	The plans for measuring outcomes are not detailed and realistic.	With some limitation, the plans for measuring outcomes are detailed and realistic.	The plans for measuring outcomes are detailed and realistic.
<b>Conclusion</b>	Goals do not provide tangible value added to the organization.	With some limitation, goals provide tangible value added to the organization.	Goals provide tangible value added to the organization.
<b>Presentation</b>	Structure is difficult to follow and there are numerous errors.	Structure is easy to follow and errors are minimal.	Structure is easy to follow and there are no errors.

**Goal and Objective 3.1: Business Ethics Assessment Form (MBA)**

Course: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Student: \_\_\_\_\_

<b>TRAIT</b>	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>EXEMPLARY</b>
<b>Detection</b>	Little or no recognition of the ethical issue and unable to ascertain what must be decided.	Demonstrates ability to recognize the ethical issue and ascertains what must be decided.	Demonstrates ability to describe the ethical issue in detail and ascertains exactly what must be decided.
<b>Considers Stakeholders</b>	Inability to describe the legitimate rights and responsibilities of multiple stakeholders within business activities.	Demonstrates ability to use one or more ethical frameworks in describing the legitimate rights and responsibilities of multiple stakeholders within business activities.	Demonstrates ability to compare and contrast multiple ethical frameworks in describing the legitimate rights and responsibilities of multiple stakeholders within business activities.
<b>Chooses an Action</b>	Has difficulty identifying appropriate course of action among alternatives. No integration of actions across multiple stakeholders.	Formulates an appropriate plan of action that partially integrates multiple stakeholder considerations in the analysis.	Formulates an appropriate plan of action reflecting the benefits and risks of action and fully integrates multiple stakeholder considerations in the analysis.

**Goal and Objective 3.2: Global Business Environment Assessment Form (MBA)**

Course: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Student: \_\_\_\_\_

<b>TRAIT</b>	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>EXEMPLARY</b>
<b>Identification of Global Factors</b>	No or incomplete identification of some of the following relevant global business factors: cultural, economic, environmental, historical, legal, political, or social.	Identification of most of the relevant global business factors.	Clear and some detailed identification of relevant global business factors.
<b>International Trade Theories</b>	Demonstrates rudimentary understanding of international trade theories and applications.	Demonstrates understanding of international trade theories and applications.	Demonstrates thorough understanding of international trade theories and applications.
<b>Analysis of Global Factors</b>	Rudimentary analysis of impact of global factors.	Some analysis of impact of global business factors with minor inaccuracies in the analysis.	Clear, accurate, and detailed analysis of global business factors.
<b>Application of Analysis to Management Situation</b>	Application of analysis to specific management situations incorrect, unclear, or significantly incomplete.	With some limitation, appropriate application of analysis to specific management situations with valid conclusions and recommendations.	Clear application of analysis to specific management situations with valid conclusions and recommendations.

**Goal and Objective 4.1: Decision Making Assessment Form (MBA)**

Course: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Student: \_\_\_\_\_

<b>TRAIT</b>	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>EXEMPLARY</b>
<b>Identifies Alternatives</b>	Identifies some relevant alternatives but understanding of the situation is limited.	Identifies relevant alternatives consistent with a basic understanding of the situation.	Identifies relevant alternatives consistent with an in-depth understanding of the situation.
<b>Appropriateness</b>	Does not employ appropriate models, techniques, theory, and evaluation criteria.	Integrates appropriate models, techniques, theories, and evaluation criteria.	Integrates the most appropriate models, techniques, theories, and evaluation criteria.
<b>Interpretation</b>	Misinterprets multiple managerial issues. Demonstrates limited ability to estimate outcomes from alternative decision options.	Correctly interprets most managerial issues. Demonstrates ability to estimate outcomes from alternative decision options.	Correctly interprets all managerial issues. Demonstrates strong ability to estimate outcomes from alternative decision options.

### Goal and Objective 4.2: Strategic Planning Assessment Form (MBA)

Course: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Student: \_\_\_\_\_

<b>TRAIT</b>	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>EXEMPLARY</b>
<b>Theoretical Foundation</b>	Does not employ a suitable theoretical framework.	Employs an appropriate theoretical framework.	Employs the most suitable theoretical framework.
<b>Critical Elements and Feasibility</b>	Incorporates some critical elements for strategy formulation. Considers little or no aspects of feasibility.	Incorporates most critical elements for strategy formulation. Considers most major aspects of feasibility.	Incorporates all critical elements for strategy formulation. Considers all major aspects of feasibility.
<b>Evidence of Strategy</b>	List actions or behaviors of strategy but does not discuss the relevance of these actions or behaviors.	Discusses relevance of actions or behaviors associated with strategy.	Discusses nuances of the strategic actions in detail.
<b>Implementation</b>	Demonstrates limited awareness of the potential problems associated with the implementation process. Not consistent with organizational goals.	Aware of some issues in implementation of change. Consistent with organizational goals.	Aware of issues in implementation of change, such as time, budget constraints, delegation of responsibility, rumor control, flexibility to modify, and response from competition. Consistent with organizational goals.
<b>Conclusions, Implications, and Consequences</b>	Fails to identify conclusions, implications, and consequences of strategy.	Identifies and discusses conclusions, implications, and consequences of strategy.	Objectively reflects on long-term sustainability of strategy within the context of achieving organizational goals and social responsibilities.

