MBA Assessment Rubric
Goals 3(Technology), 4 (Group and Leadership), and 5 (Ethics)

G3. Technology and Applications: Our MBA graduates will be able to *effectively manage* the utilization of technology resources so they are prepared for a successful career in business (mission statement).

Objective 3.1: Our MBA graduates will be able to understand and manage the application of technological/information technology tools for business in an organizational setting

Objective 3.2: Our MBA graduates will be able to make decisions based on the use of technology tools and data.

Ability	Below Expectations	Meets Expectations	Exceeds Expectations
Data Selection	Selects few information technology tools, confined to basic 'googling' and or 'wikipedia' searches	Selects more reputable searches for information, (e.g. googlescholar.com; ABI-inform, Lexis-Nexis)	Selects more specialized and advanced library based resources for data extraction (e.g. data bases, specific academic journals)
Data Extraction	Fails to create a well formatted data document (i.e. Word table/graph etc., Excel file, or visual in PPT)	Adequately creates a formatted data document (i.e. Word table/graph etc.; Excel file, or visual in PPT)	Creates a well formatted data document (i.e. Word table/graph etc.; Excel file, or visual in PPT)
Data Reorganization / Management	Creates an analytical output (i.e. original graph/chart/figure etc.) based on the imported data, but does not format it appropriately, or reflect the data being analyzed	Creates an analytical output (i.e. original graph/chart/figure etc.) formats it properly, and reflects data being analyzed.	Creates an analytical output (i.e. original graph/chart/figure etc.), format reflects data being analyzed, with results providing functionality of data being analyzed.
Application to Business Environment			
Information Extraction (Interpretation)	Report contains few or no observations that are comparative in nature.	Report contains some comparative observations likely obtained by interactive use of the chosen analytical tool, but fewer than the required number.	Report contains comparative observations likely obtained by interactive use of the analytical tools, equal to or greater than the required number.
Information Relevance (Application and Utility)	Few or no observations are interpreted in the language of business constructs, and do not provide much meaning for lower- and mid-level managerial decision making.	Some observations are interpreted in the language of various business constructs, making them meaningful for lower- and mid-level managerial decision making.	All observations are interpreted in the language of various business constructs, making them meaningful for lower- and mid-level managerial decision making.

G4. Group and Leadership Skills: Our MBA graduates will be able to work in groups and understand leadership characteristics and styles in various settings (vision related).

Objective 4.1: Our MBA graduates will have the ability to work in groups as demonstrated in team assignments.

Objective 4.2: Our MBA graduates will have an understanding of leadership characteristics and styles, and their effectiveness in various settings.

Ability	Below Expectations	Meets Expectations	Exceeds Expectations
Preparation	Does not bring any relevant material in order to enrich the learning environment and is not prepared to help the team's learning process.	Brings in somewhat relevant material in order to enrich the learning environment and is somewhat prepared to help the team's learning process.	Brings in very relevant material in order to enrich the learning environment and is prepared well to help the team's learning process.
Contributes to Discussion	Occasionally makes a comment related to the topic being discussed or does not make any contribution during team meetings.	Is able to answer other's questions and relates some of the material to own experience during team meetings.	Discusses relevant material with others and provides new insights in order to promote interpersonal involvement during team meetings.
Attends Class & Team Meetings	Frequently misses class and/or team meetings.	Occasionally misses class and/or team meetings.	Is always present or rarely misses team meetings
Creates a Positive Learning Environment	Does not contribute in a positive manner and sometimes, may focus on negative things.	Is mostly supportive of other's contributions in an effort to promote a positive team culture. On occasion, may be neutral in affective contribution to the team.	Interaction with team members is positive; keeps team sessions light to develop a positive team culture.
Communicates Effectively	Comments are sometimes vague and has trouble getting a point across;	Is usually an effective communicator; gives feedback that is often helpful.	Comments are almost always positive, easily understood; when giving constructive

			criticism, feedback is timely, specific, and behaviorally focused.
Leadership in A Group	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**
Motivation	Student fails to motivate team members to contribute to the accomplishment of team goals.	Student somewhat motivates team members to contribute to the accomplishment of team goals.	Student motivates team members to contribute to the accomplishment of team goals and inspires team members to surpass expectations.
Delegation	Student does the majority of the work or assigns all the work to others.	Student assigns tasks among members fairly and expects members to fulfill them.	Student assigns tasks based on skills of members and helps when members encounter difficulties.
Conflict Resolution	Student ignores interpersonal conflict or contributes to the problem by a lack of objectivity or fairness.	Student helps to resolve interpersonal conflicts in a reasonable way.	Student uses mediation and consultation to help members see other points of view. Student uses initial conflict as a way of generating new thought or strategies.

G5. Ethics, Diversity, and Sustainability: Our MBA graduates will be able to recognize and analyze ethical problems, appreciate diversity, and understand sustainability (vision and core values related).

Objective 5.1: Our MBA graduates will demonstrate the ability to recognize and analyze ethical problems and recommend appropriate solutions and strategies.

Objective 5.2: Our MBA graduates will demonstrate an appreciation for diversity and the challenges and opportunities it poses to organizations.

Objective 5.3: Our MBA graduates will demonstrate an understanding of sustainability and the role of innovation in the economy.

Ability	Below Expectations	Meets Expectations	Exceeds Expectations
Identification of Moral, Ethical, and Diversity Issues	Student evaluates the assignment/case simply by reiterating the language of the questions he/she is asked	Student exhibits some understanding and grasp of the ethical, moral, and diversity concepts when stating an issue	Student exhibits excellent understanding and grasp of ethical, moral, and diveristy concepts and identifies issues very effectively
Accuracy and use of appropriate frameworks	Student cites and uses little or no theory to identify the moral /ethical /diversity issues	Student cites and more or less accurately uses some moral/ethical/ diversity theories to identify one or two issues	Student accurately cites and uses several moral, ethical, diversity theories to identify all issues
Identify Different Moral, Ethical, and Diversity alternatives	Student makes little or no creative suggestions for addressing the issues posed by the case or assignment	Student generates some creative suggestions for addressing the issues posed by the case or assignment	Student generates many relevant creative suggestions for addressing the issues posed by the case or assignment
Sustainability and Innovation			
Realization of sustainability/innovation problem	Student does not recognize the problem or identify core sustainability/innovation issues accurately or appropriately	Student begins to ask questions, and explains core sustainability/innovation issues	Student identifies core and secondary sustainability/innovation issues, their relationships to each other, and contributing and consequential factors
Assesement of possible solution	Student does not recognize relevant contextual factors; and approaches the problem with objective and/or subjective evidence	Student recognizes some of the relevant contextual factors and develops conclusions based on or supported by adequate research and analysis	Student recognizes the most critical contextual factors and utilizes objective and/or subjective evidence to evaluate multiple and interrelated components based on or supported by

			substantive research and analysis
Synthesis and suggested solutions	Student does not obtain relevant information to approach a solution to a sustainability/innovation problem	Student obtains somewhat relevant information, attempts to formulate hypotheses, and proposes slight solutions to a sustainability/innovation problem	Student obtains relevant information and formulates hypotheses using appropriate information in order to propose feasible solutions to a sustainability/innovation problem