

**Program: The Professional MBA Program (PMBA)**

**1. Learning goals and rubrics**

Learning Goal	Learning Objectives	Where to measure?	How to Measure?
<p><b>L1. Communication competency:</b> Our graduates will demonstrate professional deportment and be effective communicators.</p>	L11. Our students will produce professional business documents.	Course-embedded assignment	Term paper evaluation
	L12. Our students will deliver effect presentation accompanied with proper supplements.	Course-embedded presentation	Class presentation evaluation
<p><b>L2. Comprehensive knowledge:</b> Our graduates will have a knowledge of the functional areas and the ability to apply this knowledge to actual problems.</p>	L21. Our students will acquire the understanding of the functional areas and required business analysis tools.	Course-embedded test	Evaluation of the course-embedded test by faculty
	L22. Our students will identify and diagnose management problems.	Course-embedded case study	Case study exercise
<p><b>L3. Leadership and Teamwork:</b> Our graduates will be able to work and lead effectively in a team-based environment.</p>	L31. Our students will have high-performance leadership skill.	Course-embedded assignment	Team project performance evaluation
	L32. Our students will know how to build a team successfully in competitive environment.	Course-embedded survey	Leadership/Team building experiential evaluation by faculty
<p><b>L4. Global perspective:</b> Our graduates will have a global perspective.</p>	L41. Our student will understand global business issues and relate current issues to emerging business opportunities.	Course-embedded assignment	Course-embedded assignment evaluation
	L42. Our students will have command of business English or other language of major global market.	Course-embedded presentation	English Presentation evaluation

<b>L5. Ethically &amp; Socially Conscious Reasoning:</b>  Our graduates will understand the gravity of ethical behavior and corporate social responsibility.	L51. Our student will identify ethical and social dilemma and be able to recognize and evaluate alternative courses of action.	Course-embedded case study	Term paper evaluation Case study exercise
	L52. Our students will know the professional code of conduct within their discipline.	Course-embedded test	Course-embedded Survey
<b>L6. Strategic &amp; Analytical Thinking:</b>  Our graduates will be able to strategically apply their knowledge & skills to solve business problems	L61. Our students will be able to strategically analyze business cases and will demonstrate the ability of sound business judgment.	Course-embedded assignment	Project Report
	L62. Our students will synthesize different discipline areas	Course-embedded case analysis	Assessment of case assignments, projects, and other analytical assignments

**2. Rubric to assess achievements of learning objectives**

<b>L1. Communication competency: Our graduates will demonstrate professional deportment and be effective communicators.</b>			
<b>L11. Our students will produce professional business documents.</b>			
<b>Traits</b>	<b>Performance Level</b>		
	<b>1 (Fails to meet expectations)</b>	<b>2 (Meets expectations)</b>	<b>3 (Exceeds expectations)</b>

1. Clear introduction and background	No or unclear introduction, and absence of background information.	Provides an introduction, present some but not all of the key background information.	Provides a coherent introduction and addresses key background issues effectively.
2. Discipline-related concepts and issues	Discipline-specific concepts and issues are not identified or they are identified inappropriately.	Appropriately addresses most of the key discipline-specific concepts and issues but omits or identifies a few of the minor ones.	Appropriately addresses all key discipline-specific concepts and issues and most of the minor ones.
3. Internally consistent arguments	Arguments are inconsistent, different parts of the paper do not relate well to each other and are inconsistent.	Most arguments are consistent, and most parts of the paper are integrated and consistent.	Arguments presented in the paper are consistent and the different parts of the paper are well integrated and consistent.
4. Logic and organization	Arguments are poorly organized, do not flow well, and are hard to follow.	Most but not all of the arguments are well organized, flow logically, and are easy to follow.	All arguments are well organized, flow logically, and are easy to follow.
5 Consistent conclusions	No or very weak connection between analysis and conclusions	Reasonable connection between analysis and conclusions; there may be minor inconsistencies	Very strong connection between analysis and conclusions; there are no inconsistencies.
6. Style and grammar	Numerous spelling errors; inappropriate grammar, sentence structure, and paragraphing used throughout the document.	Few spelling errors, generally appropriate grammar, sentence structure, and paragraphing.	No or very minimal spelling, grammar, sentence structure, and paragraphing errors.
7. Effective literature search skills	No literature or used of inappropriate web-based sources; sources are not come from professional literature; sources are not current and/or relevant.	Uses more than one research source but demonstrates no attempt to incorporate current information; most sources are authoritative or come from professional literature; sources are generally current and relevant.	Uses multiple research sources and makes effective use of current and reliable information; sources are authoritative or come from the professional literature; includes current relevant sources.
8. Documents sources	No or inconsistent references; evidence of plagiarism.	Generally includes appropriate citations within the document and lists references at the end of the documents; references are generally usable but may not contain the full bibliographic information; citations and references are generally consistent throughout the documents	Includes appropriate citations within the documents and lists references that include full bibliographic information for each citation in the document; citations and references are consistent throughout the document.

<b>L1. Communication competency: Our graduates will demonstrate professional deportment and be effective communicators.</b>			
<b>L12. Our students will deliver effect presentation accompanied with proper supplements.</b>			
<b>Traits</b>	<b>Performance Level</b>		
	<b>1 (Fails to meet expectations)</b>	<b>2 (Meets expectations)</b>	<b>3 (Exceeds expectations)</b>
1. Organization	No opening statement or irrelevant statement; Loses focus more than once; does not manage time effectively.	Has opening statement relevant to topic, and gives outline of speech; mostly organized with some transitions; allows enough time to deliver speech, although it could have been better edited	Has a clear opening statement that catches audience's interest and gives overview; stays focused throughout. Has transition statement, ties sections together; effective time management.
2. Quality of slides	Sloppy and/or unprofessional; may be difficult to read; many slides are superfluous.	Readable, professional, appropriate number	Readable, professional, imaginative and/or high quality (without being a distraction).
3. Voice quality and pace	Demonstrates one or more of the following: mumbling, too soft, too loud, too fast, too slow, "umms."	Can easily understand; appropriate pace and volume; delivery is mostly clear and natural	Excellent delivery; conversational, modulates voice, projects enthusiasm, interest, confidence.
4. Mannerisms	Demonstrates one or more distracting mannerisms, which may include bad posture, shifting feet, etc.	No distracting mannerisms. Decent posture.	Uses body language effectively (and naturally) to maintain audience's interest
5. Professionalism	Makes excuses for the presentation; word choice is not appropriate for audience; inappropriately informal, does not stay "in role."	Treats audience profession-ally, word choice is acceptable (does not use slang); keeps nervousness under control	Treats audience professionally; confident, shows command of topic

6. Use of media/rapport with audience	Relies heavily on slides or notes; makes little eye contact; inappropriate number of slides (too many or too few).	Looks at slides to keep on track with presentation; appropriate number of slides; maintains eye contact most of the time.	Slides are use effortlessly to enhance speech; speech could be effectively delivered without them; perfect eye contact.
7. Ability to answer questions.	Cannot address basic questions.	Can address most questions with correct information	Answers all questions with relevant, correct information; speaks confidently.

<b>L2. Comprehensive knowledge: Our graduates will have a knowledge of the functional areas and the ability to apply this knowledge to actual problems.</b>			
<b>L21. Our students will acquire the understanding of the functional areas and required business analysis tools.</b>			
<b>Traits</b>	<b>Performance Level</b>		
	<b>1 (Fails to meet expectations)</b>	<b>2 (Meets expectations)</b>	<b>3 (Exceeds expectations)</b>
1. Problem/objective finding	Does not attempt to or fails to identify and summarize accurately	Summarize issue, though some aspects are incorrect or confused	Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issues. Identifies integral relationships essential to analyzing the issue
2. Identification of alternative options	Does not identify alternatives	Identifies and discusses a set of feasible alternatives	Identifies a set of feasible options that demonstrates creativity and the ability to integrate knowledge
3. Appropriate supporting data/evidence	Data/evidence or sources are simplistic, inappropriate, or not related topic	Appropriate data/evidence or sources provided, although exploration appears to have been routine	Examines evidence and its source; questions its accuracy, relevance, and completeness
4. Quantitative evaluation	Evaluation is poor, not consistent with the criteria or does not use facts correctly	Evaluation is adequate, relatively consistent with criteria and facts are generally used correctly	Evaluation is effective, consistent with criteria and facts are used correctly

5. Qualitative evaluation	Evaluation is poor, not consistent with the criteria or does not use facts correctly	Evaluation is adequate, relatively consistent with criteria and facts are generally used correctly	Evaluation is effective, consistent with criteria and facts are used correctly
6. Advanced analytical techniques	Does not use any advanced analytical techniques such as statistical analysis and decision science tools	Somewhat uses advanced analytical techniques such as statistical analysis and decision science tools to analyze data and solve the problem	Effectively uses advanced analytical techniques to analyze data and solve the problem
7. Logical Analysis	Analysis is poorly organized and does not flow effectively	Analysis is reasonably well organized and flow is adequate	Analysis is very well organized and flow is effective
8. New ideas and analysis methods	Absence of any new ideas and creative analytical methods	Integrates ideas and analytical methods from other sources not directly presented in the case reasonably well	Effectively integrates ideas and analytical methods from other sources not directly presented in the problem

<b>L2. Comprehensive knowledge: Our graduates will have a knowledge of the functional areas and the ability to apply this knowledge to actual problems.</b>			
<b>L22. Our students will identify and diagnose management problems.</b>			
<b>Traits</b>	<b>Performance Level</b>		
	<b>1 (Fails to meet expectations)</b>	<b>2 (Meets expectations)</b>	<b>3 (Exceeds expectations)</b>
1. Identify management/research issues and concepts	Management/research issues/concepts are not identified or identified inappropriately	Addresses most of the major management issues/concepts appropriately but omits or inappropriately a few of the minor ones	Addresses all the major management/research issues/concepts and most of the minor ones
2. Identify alternative options	Does not identify alternatives	Identifies and discusses a set of feasible alternatives	Identifies a set of feasible options that demonstrates creativity and the ability to integrate knowledge
3. Quantitative evaluation	Evaluation is poor, not consistent with the criteria or does not use facts correctly	Evaluation is adequate, relatively consistent with criteria and facts are generally used correctly	Evaluation is effective, consistent with criteria and facts are used correctly

4. Qualitative evaluation	Evaluation is poor, not consistent with the criteria incoherent or does not use facts correctly	Evaluation is adequate, coherent, relatively consistent with criteria and facts are generally used correctly	Evaluation is effective, demonstrates creativity, coherent, consistent with criteria and facts are used correctly
5. Present and organize work in a logical manner	Analysis is poorly organized and does not flow effectively	Analysis is reasonably well organized and flow is adequate	Analysis is very well organized and flow is effective
6. Use new ideas and analysis methods not includes in the problem	Absence of any new ideas and creative analytical methods	Integrates ideas and analytical methods from other sources not directly presented in the case reasonably well	Effectively integrates ideas and analytical methods from other sources not directly presented in the problem

<b>L3. Leadership and teamwork: Our graduates will use team building and high-performance management behaviors to lead a team task successfully in competitive environment.</b>			
<b>L31. Our students will have high-performance leadership skill.</b>			
<b>Traits</b>	<b>Performance Level</b>		
	<b>1 (Fails to meet expectations)</b>	<b>2 (Meets expectations)</b>	<b>3 (Exceeds expectations)</b>
1. Confidence	Gives an impression of reluctance or uncertainty about exercising leadership	Looks comfortable and confident in exercising leadership duties	Uses strong verbal and non verbal behavior to convey authority and concern
2. Balance between task and interpersonal relations	Focuses exclusively on task to be accomplished without regard to the people or focuses exclusively on interpersonal relations without regard to task	Balances the need for task accomplishment with the needs of individuals in the group.	Assigns tasks to members whose unique talents contribute directly to the task. Uses positive reinforcement. Delegates as needed.
3. Ability to listen	Asks for ideas or suggestions but neglects to consider them.	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas.	Provides summary of important discussions at regular intervals
4. Agenda	Has an incomplete or vague agenda for	Has a clear agenda for the group	Circulates a prepared agenda in

	the group		advance
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**L3. Leadership and teamwork: Our graduates will use team building and high-performance management behaviors to lead a team task successfully in competitive environment.**

**L32. Our students will know how to build a team successfully in competitive environment.**

Traits	Performance Level		
	1 (Fails to meet expectations)	2 (Meets expectations)	3 (Exceeds expectations)
1. Commitment	Seems reluctant to engage fully in discussions and task assignments	Consistently demonstrates commitment to the project by being prepared for each group meeting	Follows up on ideas and suggestions from previous meetings and reports findings to the group
2. Balance between task and interpersonal relations	Focuses exclusively on task to be accomplished without regard to team member or focuses exclusively on interpersonal relations without regard to task	Balances the need for task accomplishment with the needs of individuals in the group	Volunteers to assist others and shares information openly
3. Contributions	Does not offer ideas or suggestions that contribute to problem solving	Frequently offers helpful ideas or suggestions	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas
4. Stays on track	Takes the group off track by initiating conversations or discussions unrelated to the task	Introduces suggestions and ideas that are relevant to the task	Uses tact and diplomacy to alert group that focus has strayed from the task at hand



**L4. Global Perspective: Our graduates will have a global perspective.**

**L41. Our student will understand global business issues and relate current issues to emerging business opportunities.**

Traits	Performance Level		
	1 (Fails to meet expectations)	2 (Meets expectations)	3 (Exceeds expectations)
1. Identification of global issues	No or incomplete identification of some or all of the following relevant global issues: economic, cultural, legal, demographic	Some identification of most of the relevant issues	Clear and detailed identification of relevant issues
2. Analysis of global issues	No analysis of impact of relevant global issues; erroneous analysis of impact	Some analysis of impact of global issues; some inaccuracies in analysis	Clear, accurate and detailed analysis of impact of relevant global issues
3. Application of analysis to global business situation	No application of analysis to specific global business situation; incorrect conclusions or recommendations made.	Some application of analysis to specific global business situation, weak conclusions or recommendations made	Clear application of analysis to global business situation; valid conclusions and good recommendations given
4. Cultural differences	Fails to adjust for cultural differences	Some consideration given to cultural differences	Extensive consideration given to cultural differences, including appropriate modification of communication

**L4. Global Perspective: Our graduates will have a global perspective.**

**L42. Our students will have command of business English or other language of major global market.**

Traits	Performance Level		
	1 (Fails to meet expectations)	2 (Meets expectations)	3 (Exceeds expectations)
1. Knowledge	A few of the required elements (vocabulary, structures, and/or cultural context) are complete and correct.	Some of the required elements (vocabulary, structures, and/or cultural context) are complete and correct.	Most of the required elements (vocabulary, structure, and/or cultural context) are complete and correct.
2. Comprehension	The response shows little understanding of main ideas and/or details	The response shows some understanding of main ideas and details.	The response for the most part shows understanding of main ideas and most details.
3. Communication	The communication skills and strategies are minimally evident, appropriate, and/or correct.	The communication skills and strategies are somewhat complete, appropriate and/or correct.	The communication skills and strategies are mostly complete, appropriate and correct.

**L5. Ethically & Socially Conscious Reasoning: Our graduates will understand the gravity of ethical behavior and corporate social responsibility.**

**L51. Our student will identify ethical and social dilemma and be able to recognize and evaluate alternative courses of action.**

Traits	Performance Level		
	1 (Fails to meet expectations)	2 (Meets expectations)	3 (Exceeds expectations)
1. Identifies Dilemma	Has a vague idea of what the dilemma is and is uncertain what must be decided in individual or business behavior	Identifies the dilemma, including pertinent facts, and ascertains what must be decided in individual or business behavior	Describes the dilemma in detail having gathered pertinent facts. Ascertain exactly what must be decided in individual or business behavior

2. Stakeholders Consideration	Fails to recognize all stakeholders or explores consequences and threats/opportunities ineffectively	Recognizes stakeholders and explores some of the consequences and threats/opportunities fairly effectively	Recognizes all stakeholders and fully explores consequences and threats/opportunities
3. Options development	Failed to identify all of the relevant and practical options	Identified most of the relevant practical options, but overlooked some related conceptual problems and issues	Correctly identified all of the relevant practical options and all of the related conceptual problems and issues
4. Options Evaluation	Failed to provide weightings of various ethical and social arguments and reasons	Provided some evaluation of ethical and social reasons and arguments, but overlooked important factual or logical errors in some reasons	Provided appropriate and defensible evaluations for all relevant arguments noting wherever necessary factual assumptions, logical errors, or conceptual confusions.
5. Decision and Action	Has difficulty identifying and appropriate course of action from among options	Formulates an implementation plan that delineates the execution of the decision	Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action

**L5. Ethically & Socially Conscious Reasoning: Our graduates will understand the gravity of ethical behavior and corporate social responsibility.**

**L52. Our students will know the professional code of conduct within their discipline.**

Traits	Performance Level		
	1 (Fails to meet expectations)	2 (Meets expectations)	3 (Exceeds expectations)
1. Importance	Somewhat appreciates the importance of keeping professional code of conduct	Mostly appreciates the importance to keep professional code of conduct	Fully appreciates the importance of keeping professional code of conduct.
2. Understanding	Somewhat understands the detailed contents of professional code of	Mostly understands the detailed contents of professional code of	Fully understands the detailed contents of professional code of conduct.

	conduct	conduct	
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**L6. Strategic & Analytical Thinking: Our graduates will be able to strategically apply their knowledge & skills to solve business problems.**

**L61. Our students will be able to strategically analyze business cases and will demonstrate the ability of sound business judgment.**

Traits	Performance Level		
	1 (Fails to meet expectations)	2 (Meets expectations)	3 (Exceeds expectations)
1. Factual knowledge	Shows little knowledge of case facts, makes factual mistakes	Shows solid understanding of case facts	Shows thorough grasp of case facts and offers additional factual knowledge about company or industry
2. Application of strategic analytical Tools	Misuses strategic analysis tools, concepts, and techniques	Appropriately strategic analysis tools, concepts, and techniques	Shows strong understanding and application of strategic analysis tools, concepts, and techniques
3. Application of financial analysis	Fails to incorporate financials into case analysis or shows only limited attempts to understand financials	Shows knowledge of ratios and trend analysis; demonstrates understanding of firm's financial standing	Applies ratios and trend analysis to develop sound judgments about company situation and prospects; presents financial analysis professionally
4. Identification of case problems/issues	Neglects to identify case issues; recounts facts of case with little analysis	Clearly identifies the key issues in the case and demonstrates understanding of company's decision situation	Develops a well-integrated statement of the complex issues of the case and demonstrates understanding of situation
5. Generation of alternatives	Identifies weak or infeasible alternatives with little attention to case issues	Generates 2 or 3 feasible alternatives for resolving the key issues of the case	Develops 2 or 3 insightful alternatives for resolving the issues; offers specificity and originality
6. Recommendations	Offers weak recommendations or pays little attention to addressing case issues	Provides well-reasoned recommendations that follow from the	Integrates alternatives into a well-developed action plan; offers

		preceding analysis and clearly address case issues; no surprises	specificity, priorities, and sequencing of actions
7. Business judgment	Shows little attention to presenting sound arguments or backing up ideas with analysis; offers "I think" statements	Provides good arguments backed up with factual knowledge, analysis, and persuasive rationale	Provides strong rationale and convincing arguments throughout; demonstrates sound business judgment

<b>L6. Strategic &amp; Analytical Thinking: Our graduates will be able to strategically apply their knowledge &amp; skills to solve business problems.</b>			
<b>L62. Our students will synthesize different discipline areas.</b>			
<b>Traits</b>	<b>Performance Level</b>		
	<b>1 (Fails to meet expectations)</b>	<b>2 (Meets expectations)</b>	<b>3 (Exceeds expectations)</b>
1. Consideration	Deals only with a single perspective and fails to discuss possible perspectives from other disciplines.	Begins to relate alternative views from other disciplines to qualify analysis.	Addresses perspectives noted previously, and additional diverse perspectives other disciplines to qualify analysis.
2. Management principle	Lacks understanding of basic management principles and strategic thinking approach..	Shows clear comprehension of basic management principles and strategic thinking approach.	Integrates and applies basic management principles and strategic thinking approach across multiple disciplines.
3. Discipline knowledge	Does not incorporate appropriate argumentation and methodology of other disciplines	Somewhat applies appropriate argumentation and methodology of other disciplines	Clearly and reflectively applies appropriate argumentation and methodology of other disciplines
4. Intellectual sensitivity	Does not yet demonstrate intellectual acuity, imagination, and sensitivity.	Somewhat Demonstrates intellectual acuity, imagination, and sensitivity.	Demonstrates a high degree of intellectual acuity, imagination, and sensitivity.
5. Horizontal synthesis	Does not yet integrate interdisciplinary skills and knowledge.	Partially integrates interdisciplinary skills and knowledge.	Successfully integrates interdisciplinary skills and knowledge.

6. Vertical synthesis	Does not yet demonstrate awareness of inter-relationships among self, the discipline, business, and society.	Demonstrates some awareness of inter-relationships among self, the discipline, business, and society	Clearly demonstrates an awareness of inter-relationships among self, the discipline, business, and society.
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