

# **Undergraduate Academic Assessment Plan**

Business Administration

Warrington College of  
Business Administration

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# Warrington College of Business Administration Undergraduate Academic Assessment Plan

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## Bachelor of Science in Business Administration

## Bachelor of Arts in Business Administration

### Introduction and Mission

The undergraduate business and accounting programs offered by the Warrington College of Business Administration consistently rank among the top twenty offered by public institutions in the nation. The Bachelor of Science in Business Administration (BSBA) and the Bachelor of Arts in Business Administration (BABA) are the degree programs offered by the Heavener School of Business (HSB). The BSBA degree provides a broad overview of the functional areas of business with an option to pursue a general business education (online) or a major in economics, finance, information systems, management or marketing. The BABA degree provides a broad overview of the functional areas of business with an area of specialization courses offered by other UF departments from over 70 disciplines, including foreign languages, mass communications, science and criminology. The mission of the HSB is to serve undergraduates and the greater community by delivering educational programs that provide a foundation for responsible participation in business, the professions, and government. The HSB enhances the undergraduate experience through global educational endeavors, innovative career and leadership programs, and professional internship experiences.

The Heavener School of Business is one of three schools that comprise the Warrington College of Business Administration. The other two schools are the Fisher School of Accounting and the Hough Graduate School of Business. The mission of the Warrington College of Business Administration is to serve the state, nation, and world by developing business leaders who embody the best in ethical leadership and managerial excellence. WCBA does this via wide-ranging and influential research that provides thought leadership to academic, business, and governmental organizations globally, and by creating innovative instructional programs that teach students to think critically and strategically, while embracing diverse perspectives and preparing for an increasingly complex and challenging workplace.

The mission of the Heavener School of Business and the Warrington College of Business Administration support many key components of the university mission. Specifically, the HSB and WCBA contribute to the following key components of UF's mission statement: *"The three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life."*

## Student Learning Outcomes (SLOs)

### Content Knowledge

1. Demonstrate knowledge and understanding of elements of economics, finance, accounting, marketing, operations management, organizational behavior, business law, information technology, business statistics, and social responsibility.
2. Demonstrate proficiency in the use of business-related software applications.
3. Define the ethical responsibilities of business organizations and identify relevant ethical issues
4. Understand how the business environment, including culture, differs across countries
5. Possess awareness of cultural differences and how these differences affect business decisions
6. Identify characteristics and roles of groups and teams
7. Identify characteristics and roles of managers and leaders

### Critical Thinking

8. Specify and implement a framework for identifying a business problem and develop alternative solutions and a set of evaluation criteria
9. Assess the outcomes of a course of action and make appropriate adjustments

### Communication

10. Write business documents clearly, concisely, and analytically.
11. Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.

## Curriculum Map

Curriculum Map for:

Program: BSBA and BABA

College: Warrington College of Business Administration

Key: Introduced

Reinforced

Assessed

SLOs	ACG 2021	ACG 2071	CGS 2531	ECO 2013	ECO 2023	BUL 4310	FIN 3403	GEB 3213	GEB 3218	GEB 3373	MAN 3025	MAN 4504	MAR 3023	QMB 3250	Additional Assessments
#1	I	I	I	I	I	I	I			R	I	I	I	I	A ETS-B Exam
#2	R	R	I											R & A Quizzes	
#3						R & A Exam	R				R		R & A Exam		
#4				I	I					R & A Exam	I		R & A Exam		A ETS-B Exam
#5										R & A Exam	I		I		
#6											I & A Exam				
#7											I & A Exam		I		
#8	R	R		I	I					R	R	R & A Exam		R & A Quizzes	
#9	R	R		I	I					R	R	R & A Exam		R & A Quizzes	
#10							R & A Assignment	R & A Assignment				R			
#11									I & A Assignment			R			

## Assessment Cycle

Program: Bachelor of Science in Business Administration College: Warrington College of Business Administration

Analysis and Interpretation:

August - September

Improvement Actions:

Completed by December 15

Dissemination:

Completed by January 30

	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>SLOs</b>							
<b>Content Knowledge</b>							
#1		✓	✓	✓	✓	✓	✓
#2		✓	✓	✓	✓	✓	✓
#3		✓	✓	✓	✓	✓	✓
#4		✓	✓	✓	✓	✓	✓
#5		✓	✓	✓	✓	✓	✓
#6		✓	✓	✓	✓	✓	✓
#7		✓	✓	✓	✓	✓	✓
<b>Critical Thinking</b>							
#8		✓	✓	✓	✓	✓	✓
#9		✓	✓	✓	✓	✓	✓
<b>Communication</b>							
#10		✓	✓	✓	✓	✓	✓
#11		✓	✓	✓	✓	✓	✓

## Methods and Procedures

### SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Demonstrate knowledge and understanding of elements of economics, finance, accounting, marketing, operations management, organizational behavior, business law, information technology, business statistics, and social responsibility.	ETS-B Exam	Exam score
Demonstrate proficiency in the use of business-related software applications.	Quizzes	Quiz score
Define the ethical responsibilities of business organizations and identify relevant ethical issues	Exams	Exam scores
Understand how the business environment, including culture, differs across countries	Exams; ETS-B Exam	Exam scores
Possess awareness of cultural differences and how these differences affect business decisions	Exam	Exam scores
Identify characteristics and roles of groups and teams	Exam	Exam scores
Identify characteristics and roles of managers and leaders	Exam; Quizzes	Exam and Quiz scores
Specify and implement a framework for identifying a business problem and develop alternative solutions and a set of evaluation criteria	Exam; Quizzes	Exam and Quiz score
Assess the outcomes of a course of action and make appropriate adjustments	Assignments	Rubric
Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.	Writing assignment	Rubric

Two types of assessment measures assess the program objectives:

- 1) Stand-alone testing (ETS-B) every term.
- 2) Course-embedded measures that include a writing assignment from GEB3213, a speaking assignment from GEB3218, selected exam or quiz questions from QMB3250, MAN4504, BUL4310, MAR3023, and MAN3025, discussion board writings from FIN3403, and selected exam questions and case analysis from GEB3373.

The following information outlines the methods used for each measure.

### Stand-alone Testing

All students in the BSBA and BABA programs take the ETS Major Field Test in Business (ETS-B) as part of their final core course in business. The ETS-B is a two hour exam consisting of 120 multiple choice questions. The questions are designed to measure a student's knowledge and ability to apply significant facts, concepts, theories, and analytical methods. The questions represent a wide range of difficulty and attempt to cover both depth and breadth of knowledge. Subjects include accounting (15%), economics (13%), finance (13%), management (15%), marketing (13%), quantitative business analysis (11%), information systems (10%), legal and social environment (10%), and international issues (overlapping and drawn from previous topics).

The ETS-B is intended to:

- Measure a student's academic achievement in the multidisciplinary subject matter representative of undergraduate business education.
- Provide information to students regarding their level of achievement.
- Provide information to faculty members that can be used to assess performance relative to mission and objectives.
- Provide information to facilitate development of appropriate goals and educational programs, and to enhance the accountability of undergraduate business education.

The use of the ETS-B in higher education is significant. From August 2006 to June 2009 132,647 students at 618 institutions took the ETS-B. The ETS-B assesses SLO #1 and 3.

### Course-embedded Measures

#### *GEB3213*

The persuasive writing assignment in GEB3213 (Professional Business Writing) assesses students' abilities to respond persuasively to a set context and audience, making the case for a specific goal. The students need to address the reader's need or problem strategically, establish the desired relationship with the reader, project a professional ethos, and motivate for the desired outcome using logical, persuasive reasoning and intelligent support for all claims. In addition, the assignment should be written clearly, concisely, and coherently, and in correct and appropriate document format.

The Communications faculty members score these presentations using a Persuasive Memo Grading Sheet. They provide the completed score sheets along with some representative samples of student work to the Teaching Excellence & Assessment office for compilation and storage. GEB3213 assesses SLO #10.

### *GEB3218*

The persuasive presentation assignment in GEB3218 (Professional Speaking in Business) requires students to deliver and structure an internal business presentation that persuades the audience to adopt the presenter's proposal or recommendation. Students must determine the purposes for presenting, analyze the audience, and use appropriate and compelling information that is logically structured. They need to use well-constructed PowerPoint slides and demonstrate a number of delivery skills. The assignment tests their ability to design compelling and persuasive presentations and deliver them dynamically.

The Communications faculty members score these presentations using a Persuasive Assessment Rubric (Appendix A). They provide the completed score sheets along with some representative samples of student work to the Teaching Excellence & Assessment office for compilation and storage. GEB3218 assesses SLO #11.

### *QMB3250*

In QMB3250 (Statistics for Business Decisions), the instructor uses the MyStatLab assignment and quiz manager which accompanies the Pearson Learning textbooks. Several of the assignments in MSL involve multiple-version computer assignments using Excel. These assignments are graded on three quizzes worth approximately 2% of the course grade per quiz. On each quiz there are 5 questions related to the assignment, and the responses to these questions form the basis for assessing SLO #2.

There are nine of these quizzes over the semester. On the other 6 quizzes (the ones that do not require Excel work), many of the questions involve a choice of statistical technique and a conclusion about what action to take. The responses to these questions form the basis for assessing SLO #8 and #9.

The professor collects the student scores on the quiz questions and provides the data for review by the Undergraduate Committee faculty.

### *MAN4504*

In MAN4504 (Operations Management), students learn how to appropriately identify and frame problems in Operations and Supply Chain Management, to use or create criteria for evaluating decision alternatives available for these problems, and to identify the courses of action available for solving these problems. The problems in the course are some of the basic problems involved in effectively designing and managing production systems and managing supply chains. Students learn to solve these problems by utilizing one or more of the qualitative and/or quantitative techniques that are regularly used by operations and supply chain managers. Finally, students learn to evaluate and adjust as necessary the solutions found to these problems by using post-solution evaluation procedures used by operations and supply chain managers.

There are four exams in the course. Students may miss one exam. Each exam contains questions seeking to assess how well students are progressing towards achieving the goals mapped to this course. On each of the four exams there are a minimum of eight questions. These questions form the basis for assessing SLO #8 and #9.

The professor aligns the questions to either SLO #8 or #9, and provides exam data for review by the Undergraduate Committee faculty.



### FIN3403

In FIN3403 (Business Finance), students practice writing business documents clearly, concisely, and analytically (effective communication skills) through two graded discussion board assignments. The assignments consist of the instructor posting a topic/question/assignment that students respond to by researching and summarizing current articles in the field, and also writing a cogent statement detailing their own thoughts on the subject. In addition to learning how to write more effectively, these assignments help students understand how financial concepts relate to events in the real world, as well as expose them to current questions or concerns relevant to the course, their lives, and their future careers.

Students are scored in five areas: (1) complete, correct summaries, (2) clear analysis and well-supported views, (3) logical organization and development of ideas, (4) clear, concise, readable style, and (5) correct grammar, punctuation, and spelling. FIN3403 assesses SLO #10.

#### Grading Rubric:

Category for Grading	Possible Points
Complete, correct summaries	0.0 - 1.0
Clear analysis and well-supported views	0.0 - 1.0
Logical organization and development of ideas	0.0 - 1.0
Concise, clear, readable style	0.0 - 1.0
Correct grammar, punctuation, and spelling	0.0 - 1.0

The professor provides a spreadsheet with student scores from the grading rubric for review by the Undergraduate Committee faculty.

### MAR3023

The ethical aspects of business requirement states that students be able to define and recognize ethical responsibilities of business organizations. In MAR3023 (Principles of Marketing) students are assessed through 8-10 multiple-choice exam questions on issues of ethics and corporate social responsibility, topics that are discussed in both the text and lectures. The pertinent questions are a portion of a larger 60-item exam and emphasize application of ethical concepts in SLO #3.

The global perspective requirements in SLO #4 and SLO #5 state that students understand how the business environment, including culture, differs across countries. Students are assessed through an additional 8-10 multiple choice exam questions on global issues that relate to lecture and text material on international marketing. The pertinent questions are a portion of a larger 60-item exam and emphasize application of global and cross-cultural concepts in SLO #4 and #5.

The professor aligns the questions to either SLO #3 or #4 or #5, and provides exam data for review by the Undergraduate Committee faculty.

### *BUL4310*

In BUL4310 (Legal Environment of Business), students learn about numerous areas of business law and the legal environment of business. This course is designed to help students develop an understanding of the law, particularly insofar as the law responds to or affects business. The course evaluates numerous business law situations as well as the role of attorneys and businesspersons. A basic grasp of legal reasoning and the legal approach to problem solving is useful in many aspects of life; numerous subjects are covered, including contracts, torts, agency, employment, and business organizations (e.g., corporations and partnerships). The course offers a global perspective on the business environment, including laws and culture differing across countries. The course incorporates, throughout its coverage, ethical concerns about law and business. There are 15-20 multiple-choice questions from exams used to assess SLO #3, which is to appreciate the ethical aspects of business and thereby do as follows: Define the ethical responsibilities of business organizations and identify relevant ethical issues. These questions form the basis for assessing SLO #3.

The professor provides exam data for review by the Undergraduate Committee faculty.

### *GEB3373*

In GEB3373 (International Business) students learn about the challenges and necessary adaptations required to succeed in business in host countries with differing cultural, political, legal, and economic systems. Features include issues focusing on the importance of the level of development and the chosen path for improvement. Assessment of the success in attaining the targeted expertise includes 15-25 multiple choice exam questions distributed over multiple exams on each topic. Requirements are case analyses where the student must recognize issues and make appropriate recommendations for resolving problems along with reviewing and commenting appropriately on issues raised in selected videos. This course assesses SOL #4 and #5.

The professor aligns the questions to either SLO #4 or #5, and provides exam data for review by the Undergraduate Committee faculty.

### *MAN3025*

MAN3025 (Principles of Management) covers all areas of Management (17 topics). The topics of Groups/Teams and Power/Influence/Leadership are each discussed in 1 to 2 lectures. Approximately ten multiple choice questions assess SLO #6: Identify characteristics and roles of groups and teams. Similarly, approximately ten multiple choice questions assess SLO #7: Identify characteristics and roles of managers and leaders.

The professor aligns the questions to either SLO #6 or #7, and provides exam data for review by the Undergraduate Committee faculty.

All data from the course-embedded measures will be stored in a secure location and used for making decisions about future changes or adaptations to the undergraduate program. The Undergraduate Committee meets in the Fall term to discuss the data and make recommendations for changes.

## Standards

The Undergraduate Committee adopted the following standard for assessing individual students:

- Less than 75% of items answered correctly (does not meet standards)
- 75-89% of items answered correctly (meets standards)
- 90-100% of items answered correctly (exceeds standards)

The faculty goal for CEMs is to have 80% of students across various courses meet or exceed standards for a particular learning objective.

## Assessment Oversight

The Heavener School of Business undergraduate committee conducts assessment oversight. The committee is comprised of two students and one faculty representative from each department (accounting, economics, finance insurance and real estate, information systems and operations management, management and marketing). The Associate Dean Brian Ray is an Ex-Officio committee member.

Contact:

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# Appendix A

## Persuasive Assessment Rubric

Speaker \_\_\_\_\_  
Topic \_\_\_\_\_

\*Higher number indicates better score.

<b>INTRODUCTION</b>					
<i>Objective, purpose, or final recommendation (clearly stated)</i> <input type="checkbox"/> Unclear <input type="checkbox"/> Skipped (0)	1	2	3	4	5
<i>Importance or Relevance (clearly stated "why.")</i> <input type="checkbox"/> Vague <input type="checkbox"/> Expand and explain <input type="checkbox"/> Skipped (0)	1	2	3	4	5
<i>Smooth and clear introduction (delivery&amp; agenda)</i> <input type="checkbox"/> Choppy <input type="checkbox"/> Rambled <input type="checkbox"/> Unclear agenda <input type="checkbox"/> Skipped agenda	1	2	3	4	5
<b>BODY OF SPEECH</b>					
<i>Logically structured (Points or topics logically arranged)</i> <input type="checkbox"/> Hard to follow arrangement <input type="checkbox"/> Could not follow arrangement	1	2	3	4	5
<i>Information (good use of evidence and support- data, stories, past experiences, etc...)</i> <input type="checkbox"/> Poor use of evidence <input type="checkbox"/> Need or could have used more information <input type="checkbox"/> Need to Cite Sources	1	2	3	4	5
	6	7	8	9	10
<i>Reservations (anticipated concerns or objections and refuted or downplayed them.)</i> <input type="checkbox"/> Skipped (0) <input type="checkbox"/> Did not overcome reservation(s)	1	2	3	4	5
	6	7	8	9	10
<i>Persuasive (convincing and compelling)</i> <input type="checkbox"/> Reasonably persuasive <input type="checkbox"/> Not very persuasive <input type="checkbox"/> Needed more focus on core message/point	1	2	3	4	5
	6	7	8	9	10
<b>CONCLUSION</b>					
<input type="checkbox"/> Did not signal end of presentation <input type="checkbox"/> Did not summarize main points	1	2	3	4	5
<i>Final recommendation/course of action</i> <input type="checkbox"/> Not clearly stated <input type="checkbox"/> Did not follow from points made in speech	1	2	3	4	5
<b>INDICATORS</b>					
<input type="checkbox"/> Not clear and smooth <input type="checkbox"/> Did not use effectively <input type="checkbox"/> Did not use them	1	2	3	4	5
<b>POWERPOINT</b>					
<input type="checkbox"/> Information displayed all at once <input type="checkbox"/> Crowded the slide <input type="checkbox"/> Small font(s) <input type="checkbox"/> Hard to read fonts <input type="checkbox"/> Poor contrast <input type="checkbox"/> Phrases and/or sentences too wordy <input type="checkbox"/> Slides and colors not consistent <input type="checkbox"/> Used clipart <input type="checkbox"/> Poor transitions and use of sound <input type="checkbox"/> More than one major idea per slide <input type="checkbox"/> Too many slides <input type="checkbox"/> Graphs and figures hard to read and/or understand	1	2	3	4	5
	6	7	8	9	10

<b>DELIVERY</b>					
<u>Eye contact(focus on audience)</u>					
Looked at:	1	2	3	4	5
<input type="checkbox"/> Floor <input type="checkbox"/> Sides of room <input type="checkbox"/> One side of room too often(left or right) <input type="checkbox"/> Horizon					
Did you look at the screen (check all that apply)?					
<input type="checkbox"/> Briefly <input type="checkbox"/> Too long <input type="checkbox"/> Too often <input type="checkbox"/> Read the slides <input type="checkbox"/> Talked to the screen	6	7	8	9	10
<u>Voice: volume, expression, rate, and inflection</u>					
<input type="checkbox"/> Low volume <input type="checkbox"/> One notch above your normal speaking voice <input type="checkbox"/> Voice cracked	1	2	3	4	5
<input type="checkbox"/> Monotone <input type="checkbox"/> Extemporaneously <input type="checkbox"/> Like you were reading the presentation					
Was your rate:					
<input type="checkbox"/> Fast <input type="checkbox"/> Slow <input type="checkbox"/> Just right	6	7	8	9	10
<u>Appropriate gestures (Meaningful gestures used to emphasize your point)</u>					
<input type="checkbox"/> Could have used more <input type="checkbox"/> Work on using meaningful gestures	1	2	3	4	5
<input type="checkbox"/> More gestures chest/shoulder height					
Gestures that should have been avoided:					
<input type="checkbox"/> T-Rex <input type="checkbox"/> Terradactyl <input type="checkbox"/> Stab <input type="checkbox"/> Flag the airplane <input type="checkbox"/> Hip-hop	6	7	8	9	10
<u>Stance (squared-up)</u>					
<input type="checkbox"/> No <input type="checkbox"/> Mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> 45° <input type="checkbox"/> 90°	1	2	3	4	5
Stances that was suggested not to use:					
<input type="checkbox"/> The Monk <input type="checkbox"/> The Robot <input type="checkbox"/> Figleaf <input type="checkbox"/> Tee-Pee <input type="checkbox"/> Big Chill <input type="checkbox"/> Heart Attack <input type="checkbox"/> At ease <input type="checkbox"/> General					
<input type="checkbox"/> Tea Cup <input type="checkbox"/> Hip-pop <input type="checkbox"/> Hands in Pocket					
Was weight evenly distributed? <input type="checkbox"/> No <input type="checkbox"/> Swayed	6	7	8	9	10
<input type="checkbox"/> Need to drop hands when not gesturing <input type="checkbox"/> Fidgety					
<u>Use of space (movement and removed barriers between you and the audience)</u>					
<input type="checkbox"/> Stood behind something <input type="checkbox"/> Stood away from audience <input type="checkbox"/> Stood in one place	1	2	3	4	5
<input type="checkbox"/> Paced <input type="checkbox"/> Danced					
<u>Language</u>					
<input type="checkbox"/> Unclear <input type="checkbox"/> Inappropriate <input type="checkbox"/> Weak	1	2	3	4	5
<u>Polish (smooth and rehearsed)</u>					
<input type="checkbox"/> Choppy	1	2	3	4	5
If any, which fillers were used?					
<input type="checkbox"/> Umm <input type="checkbox"/> Ahh <input type="checkbox"/> Okay <input type="checkbox"/> M'kay <input type="checkbox"/> Err <input type="checkbox"/> Alright <input type="checkbox"/> So	6	7	8	9	10
<b>INTEREST AND DYNAMISIM</b>					
Did you sound or look bored or uninterested?					
<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> Need more energy	1	2	3	4	5
<b>COMPOSURE</b>					
<u>Relaxed and Confident</u>					
Did you appear:	1	2	3	4	5
<input type="checkbox"/> Somewhat nervous <input type="checkbox"/> Very nervous					
Time =	TOTAL =				