

M.A., Major in International Business Academic Assessment Plan

Warrington College of Business Administration

Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for M.A., Major in International Business

Warrington College of Business Administration

A. Mission

Program

The MAIB program is an interdisciplinary graduate business program designed to enhance a student's knowledge and understanding of global business trends and problems.

College

The Warrington College of Business Administration, located at the University of Florida, serves students, businesses, alumni, and government agencies by providing educational and research programs that enhance leadership and competence among business people and provides solutions for important business problems. We accomplish this mission by generating new knowledge through our research and disseminating knowledge to our students and alumni as well as the academic and business communities of the world.

University

The University of Florida is a public land-grant, sea-grant and space-grant research university, one of the most comprehensive in the United States. The university encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida's eleven universities, a member of the Association of American Universities and has high national rankings by academic assessment institutions. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research and service.

The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies.

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

- **Teaching** is a fundamental purpose of this university at both the undergraduate and graduate levels.
- **Research and scholarship** are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.
- **Service** reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

These 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.

Shared

The MAIB program seeks to enhance students' global business competence to produce well-qualified, professional business people and future leaders. The mission of the MAIB program supports the Warrington College of Business Administration's (WCBA) mission to provide "educational programs that enhance leadership and competence among business people" and the University of Florida's mission of teaching, research and scholarship, and service.

B. Student Learning Outcomes and Assessment Measures

SLO Type	SLO #	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1	Examine the nature of competition and macro-environmental changes, and the effect of these elements to evaluate claims in a specialized industry.	The MAN 6973 Project-in-Lieu-of-Thesis is required for all students completing the program and is supervised by Dean John Kraft. Students will select a global company and analyze the company using a series of questions in three strategic module assignments. Explicit questions in the strategic module assignments are designed to help students define the company, analyze the industry in which it operates, perform an internal analysis of the company/division, and define the strategies and company organization. The project supervisor will score key questions utilizing a defined rubric.	Campus
Skills	2	Identify strategies used for the multinational corporation to examine and make recommendations for future growth and direction.	The MAN 6973 Project-in-Lieu-of-Thesis is required for all students completing the program and is supervised by Dean John Kraft. Students will select a global company and analyze the company using a series of questions in three strategic module assignments. Explicit questions in the strategic module assignments are designed to help students define the company, analyze the industry in which it operates, perform an internal analysis of the company/division, and define the strategies and company organization. The project supervisor will score key questions utilizing a defined rubric.	Campus

SLO Type	SLO #	Student Learning Outcome	Assessment Method	Degree Delivery
Skills	3	Identify cultural and business issues that impact organizations in a foreign environment.	The mandatory MAN6958 (or GEB6930) International Study Tour is designed to provide students with a brief, but intensive international immersion experience. Through assignments, lectures and visits to businesses and governmental organizations, students will gain an understanding of the country's business environment and how it has been influenced by political, cultural, and historical factors. Prior to the trip, students will attend pre-departure sessions led by faculty leaders to provide them with an overview of the country and program itinerary. The faculty leader will score the post-trip assignment using a defined rubric.	Campus
Professional Behavior	4	Write business documents clearly, concisely, and analytically	The executive summary assignment in GEB 5212 Professional Writing requires students to extract the most salient and persuasive ideas from a Harvard Business Review management article. Students must refine and focus information to promote action in this document. They need to select and present information clearly, concisely, and coherently according to the reader's needs and goals and the business context. The written summaries are assessed using a rubric.	Campus
Professional Behavior	5	Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.	The persuasive presentation assignment in GEB 5215 Professional Communication 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 presentations are assessed using a rubric.	Campus

SLO Type	SLO #	Student Learning Outcome	Assessment Method	Degree Delivery
Professional Behavior	6	Write and speak in languages other than English	The MAIB Program office will gather information on each student admitted to the program.	Campus

C. Research

The M.A. in International Business (MAIB) program is a non-thesis interdisciplinary graduate business program designed to enhance a student's knowledge and understanding of global business trends and problems.

D. Curriculum Map

Program M.A, Major in International Business
Warrington College of Business Administration

Key: **I**ntroduced

Reinforced

Assessed

SLOs	GEB 5212	GEB 5215	MAN 6636	FIN 6638	GEB 6366	MAN 6958 (or GEB6930)	MAN 6973	Selection
Knowledge								
#1			I & R		I & R		A Case	
Skills								
#2			I & R	I & R	I & R		A Case	
#3						A Exam		
Professional Behavior								
#4	I/R/A							
#5		I/R/A						
#6								A

C. Assessment Cycle

Use this Assessment Cycle template for your plan. Add or delete rows as needed to accommodate your SLOs.

Assessment Cycle for:

Program M.A., Major in International Business Warrington College of Business Administration

Analysis and Interpretation: September - December

Program Modifications: Completed by May

Dissemination: Completed by June

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Knowledge							
#1		✓	✓	✓	✓	✓	✓
Skills							
#2		✓	✓	✓	✓	✓	✓
#3		✓	✓	✓	✓	✓	✓
Professional Behavior							
#4		✓	✓	✓	✓	✓	✓
#5		✓	✓	✓	✓	✓	✓
#6		✓	✓	✓	✓	✓	✓

D. Measurement Tools

Two types of assessment measures assess the Student Learning Outcomes:

- 1) Selection of all applicants.
- 2) Course-embedded measures that include a program project-in-lieu-of-thesis administered every year in the Fall offering of MAN 6973, a writing assignment embedded in every Summer and Fall offering of GEB 5212, a speaking assignment embedded in every Summer and Fall offering of GEB 5215, and a study tour every Fall offering of MAN6958 (or GEB6930).

The following information outlines the methods used for each measure.

Selection

The MAIB Program office gathers information on each student admitted to the program. We target 50% of our admissions as students with foreign language proficiency or who have lived or studied outside their home country for a minimum period of 10 weeks.

MAN 6973 Project-in-Lieu-of-Thesis

The MAN 6973 Project-in-Lieu-of-Thesis is required for all students completing the program and is supervised by Dean John Kraft. Students select a global company and analyze the company using a series of questions in three strategic module assignments. Explicit questions in the strategic module assignments are designed to help students define the company, analyze the industry in which it operates, perform an internal analysis of the company/division, and define the strategies and company organization. The project results in the development of a case study of the company. The questions correspond to specific learning outcomes of the MAIB program.

The project supervisor scores key questions utilizing the defined rubric by the following December for review by the MAIB Program office. The scores are independent of the grades for the strategic module assignments and final case. The data is stored in a secure location and used for making decisions about future changes or adaptations to the MAIB program.

GEB5212 Writing Assignment

The executive summary assignment in GEB5212 requires students to extract the most salient and persuasive ideas from a Harvard Business Review management article. Students must refine and focus information to promote action in this document. They need to select and present information clearly, concisely, and coherently according to the reader's needs and goals and the business context. The assignment tests such higher order thinking skills as evaluation and synthesis.

The Communications faculty will score these written summaries and provide the data to the MAIB program office for review by the faculty. This data will be stored in a secure location and used for making decisions about future changes or adaptations to the MAIB program.

(see attached document GEB5212 Executive Summary Rubric)

GEB5215 Speaking Assignment

The persuasive presentation assignment in GEB5215 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 will score these presentations and provide the data to the MAIB Committee for review by the faculty. This data will be stored in a secure location and used for making decisions about future changes or adaptations to the MAIB program.

(see attached document GEB5215 Persuasive Assessment Rubric)

MAN6958 Study Tour

The mandatory MAN6958 Study Tour is designed to provide students with a brief, but intensive international immersion experience. Through lectures and visits to businesses and governmental organizations, students gain an understanding of the country's business environment and how it has been influenced by political, cultural, and historical factors.

Prior to the trip, students attend pre-departure sessions led by faculty leaders to provide them with an overview of the country and program itinerary. Students complete pre-trip and post-trip assignments. The faculty leader submits a scoring rubric to the MAIB program office in July. The faculty leader scores the post-trip assignment using a defined rubric and will submit the data to the MAIB program office in December. This data is stored in a secure location and used for making decisions about future changes or adaptations to the MAIB program.

E. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Brian Gendreau, Ph.D.	Department of Finance, Insurance and Real Estate	brian.gendreau@warrington.ufl.edu	352.846.0273
Ana Portocarrero	Director, MAIB & MSM Programs	ana.portocarrero@warrington.ufl.edu	352-273-0341

GEB 5212 Executive Summary Rubric

Component	Possible Score	Your Score
Content <ul style="list-style-type: none"> <input type="checkbox"/> Generalizes efficiently and with reader and purpose in mind. <input type="checkbox"/> Frontloads organizational context that directs reader's attention to article's salience. <input type="checkbox"/> Foregrounds central recommendations for changes in practice, based on article, that are specific to the organization. <input type="checkbox"/> Validates information with facts, logic, and sources for data. <input type="checkbox"/> Emphasizes the important and avoids undue emphasis on the unimportant. <input type="checkbox"/> Focuses on reader's needs and goals persuasively. <input type="checkbox"/> Introduction provides briefing, purpose, and action to frame information. <input type="checkbox"/> Avoids direct quoting of material, except where phrasing is either highly relevant or problematic. <input type="checkbox"/> Shapes paraphrases of content directly to context/task. 	40	
Organization <ul style="list-style-type: none"> <input type="checkbox"/> Uses an appropriate approach, usually deductive. <input type="checkbox"/> Presents supporting details in a logical sequence. <input type="checkbox"/> Condenses major sections of the report <input type="checkbox"/> Conclusion provides closure and summation of key points 	10	
Stylistics <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to clarity principles, including using active construction, avoiding expletives and indeterminate subjects. <input type="checkbox"/> Follows concision principles to eliminate redundant ideas and wording. 	30	
Format <ul style="list-style-type: none"> <input type="checkbox"/> Single space lines; leave blank space between paragraphs; do not indent paragraphs; left justify. <input type="checkbox"/> Correct and appropriate document format. <input type="checkbox"/> Use descriptive headings to label major sections. <input type="checkbox"/> Highlight text for emphasis and easy reading (e.g., bulleted or numbered lists and headings). <input type="checkbox"/> Use descriptive, concise subject line <input type="checkbox"/> Passes the "eyeball" test 	10	
Mechanics <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that spelling, grammar, and punctuation are perfect. 	10	
Comments:	100	

GEB 5215 Persuasive Assessment Rubric

INTRODUCTION					
<u>Objective, purpose, or final recommendation (clearly stated)</u> <input type="checkbox"/> Unclear <input type="checkbox"/> Skipped (0)	1	2	3	4	5
<u>Importance or Relevance (clearly stated “why.”)</u> <input type="checkbox"/> Vague <input type="checkbox"/> Expand and explain <input type="checkbox"/> Skipped (0)	1	2	3	4	5
<u>Smooth and clear introduction (delivery& agenda)</u> <input type="checkbox"/> Choppy <input type="checkbox"/> Rambled <input type="checkbox"/> Unclear agenda <input type="checkbox"/> Skipped agenda	1	2	3	4	5
BODY OF SPEECH					
<u>Logically structured (Points or topics logically arranged)</u> <input type="checkbox"/> Hard to follow arrangement <input type="checkbox"/> Could not follow arrangement	1	2	3	4	5
<u>Information (good use of evidence and support- data, stories, past experiences, etc...)</u> <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
<u>Reservations (anticipated concerns or objections and refuted or downplayed them.)</u> <input type="checkbox"/> Skipped (0) <input type="checkbox"/> Did not overcome reservation(s)	1	2	3	4	5
	6	7	8	9	10
<u>Persuasive (convincing and compelling)</u> <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
CONCLUSION					
<input type="checkbox"/> Did not signal end of presentation <input type="checkbox"/> Did not summarize main points	1	2	3	4	5
<u>Final recommendation/course of action</u> <input type="checkbox"/> Not clearly stated <input type="checkbox"/> Did not follow from points made in speech	1	2	3	4	5
INDICATORS					
<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
POWERPOINT					
<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

DELIVERY					
<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
INTEREST AND DYNAMISIM					
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
COMPOSURE					
<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 =				