MBA Academic Assessment Plan

Warrington College of Business Administration
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Office of the Provost

University of Florida

Institutional Assessment

Continuous Quality Enhancement

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Academic Assessment Plan for M.B.A. in Business Administration

Warrington College of Business Administration

A. Mission

Program

The Master of Business Administration (MBA) serves students, alumni, and businesses by providing educational programs that enhance leadership and competence among business people and provides solutions for important business problems. We accomplish this mission by capitalizing on the research based knowledge of our faculty to educate and prepare effective business leaders who demonstrate and apply key skills and knowledge, high ethical standards and a global perspective.

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 MBA Program supports the mission of the College and by extension the University by executing our goals and objectives to provide knowledge and leadership development to our student population.

B. Student Learning Outcomes and Assessment Measures

SLO Type	SLO #	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1	Interpret the essential elements of core business principles to examine and evaluate problems and to construct and implement solutions in the business environment.	During the capstone course, students complete a comprehensive case study. The assignment is assessed using a rubric.	Both
Skills	2	Identify core leadership skills to examine and evaluate problems, choose from and generate alternative solutions, for the purpose of affecting organizational change or influencing others.	Students complete a course embedded essay as part of a final exam. The essays are assessed using a rubric.	Both
Skills	3	Interpret the appropriate analytical models and examine critical reasoning processes to evaluate evidence, select among alternatives, and generate creative options in furtherance of effective decision making	During the capstone course, students complete a comprehensive case study. The assignment is assessed using a rubric.	Both

SLO Type	SLO #	Student Learning Outcome	Assessment Method	Degree Delivery
Professional Behavior	4	Write business documents clearly, concisely, and analytically	Students complete an executive summary assignment in GEB5212 Professional Writing. The summary is assessed using a rubric.	Both
Professional Behavior	5	Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids	Students make a persuasive presentation in GEB5215 Professional Communication The assignment is assessed using a rubric.	Campus

C. Research

The Master of Business Administration degree is a non-thesis program designed to serve students, alumni, and businesses by providing educational programs that enhance leadership and competence among business people and provides solutions for important business problems.

D. Assessment Timeline

Program M.B.A. in Business Administration   Warrington College of Business Administration

Key: **I**ntroduced   **R**einforced   **A**ssessed

SLOs	MAN5245 MAN6149	GEB5212 GEB5215	ECP5702 ECO5715 FIN5437 FIN5439	ACG5005 ACG5075	MAN5502 QMB5304 QMB5305	MAR5806 MAR6508 MAR6157 MAR6646 MAR6861	BUL5811 MAN5246	ECO6409 ECP6701 ECP6708	ACG6387 ACG6888 ACG6935	FIN6427 FIN6545 FIN6638 FIN6465 FIN6537 FIN6429 FIN6910	MAN6257 MAN6331 MAN6351 MAN6447	MAN6637 MAN6724	MAN6833
Knowledge													
#1			I	I	I/R	I/R	I/R	R	I/R	R	R	A	I/R
Skills													
#2	A		R			I/R	I/R				R	R	
#3			I	I	I/R	I/R	I/R	I/R	R	R	R	A	R
Professional Behavior													
#4		A				R	R					R	R
#5		A					R				R	R	

E. Assessment Cycle

Program M.B.A. in Business Administration   Warrington College of Business Administration
Analysis and Interpretation: August - December
Program Modifications: Completed by December
Dissemination: Completed by December

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

F. Measurement Tools

The following assessment measures assess the student learning outcomes:

1) Course embedded measures that include case studies embedded in the capstone courses administered every year in MAN6724 Strategic Management and MAN6637 Global Strategic Management, Leadership essays in MAN6149 and MAN5245, a writing assignment embedded in GEB5212, and a speaking assignment embedded in GEB5215.

Course Embedded Measures

Capstone

During their final term of each year, all MBA students are required to complete a Capstone course that builds upon the key concepts in each of the core business disciplines. The course is designed to show how the various disciplines are interconnected, and provides the students with "hands-on" opportunities to engage in real-world type problem solving exercises. These include cases, simulations, and other group-based activities.

By reinforcing these key concepts and by giving students a broader opportunity to apply these concepts, the intent is to strengthen the students' business foundations and to have them better prepared for their subsequent careers.

The Capstone course provides an excellent opportunity for the College to assess the extent that the students are accomplishing each of the program goals and objectives. The MBA AOL committee review the data collected each Fall semester to make decisions about future changes or adaptations to the MBA program.

Leadership

The MAN5245-Organizational Behavior and MAN 6149-Developing Leadership Skills courses utilize course embedded essays to assess student learning outcomes. The course objectives are to educate and hone the skills of the students in a way that allows students to learn and practice the interpersonal skills necessary to be successful. Our recruiters and alumni tell us that our students are well prepared in the areas of "hard" skills, but need the "soft" skills polished to be more successful both in the job market and once they start their jobs. Therefore, the MBA Program strongly believes that this course meets these objectives and improves our degree program by creating better professionals.

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 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 score these written summaries and provide the data to the MBA Committee for review by the faculty. This data is used for making decisions about future changes or adaptations to the MBA program.

(see attached document GEB5212 Executive Summary Rubric)

Speaking Assignment

The persuasive presentation assignment in GEB5215 requires students deliver and structure an internal business presentation that persuades the audience to adopt the presenter's proposal or recommendation. Students determine the purposes for presenting, analyze the audience, and use appropriate and compelling information that is logically structured. They 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 score these presentations and provide the data to the MBA Committee for review by the faculty. This data is used for making decisions about future changes or adaptations to the MBA program.

(see attached document GEB5215 Persuasive Assessment Rubric)

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Gwen Lee	Management - Chester C. Holloway Professor	gwendolyn.lee@warrington.ufl.edu	352-846-2694

GEB 5212 Executive Summary Rubric

Component	Possible Score	Your Score
Content ❑ Generalizes efficiently and with reader and purpose in mind. ❑ Frontloads organizational context that directs reader's attention to article's salience. ❑ Foregrounds central recommendations for changes in practice, based on article, that are specific to the organization. ❑ Validates information with facts, logic, and sources for data. ❑ Emphasizes the important and avoids undue emphasis on the unimportant. ❑ Focuses on reader's needs and goals persuasively. ❑ Introduction provides briefing, purpose, and action to frame information. ❑ Avoids direct quoting of material, except where phrasing is either highly relevant or problematic. ❑ Shapes paraphrases of content directly to context/task.	40	
Organization ❑ Uses an appropriate approach, usually deductive. ❑ Presents supporting details in a logical sequence. ❑ Condenses major sections of the report ❑ Conclusion provides closure and summation of key points	10	
Stylistics ❑ Adheres to clarity principles, including using active construction, avoiding expletives and indeterminate subjects. ❑ Follows concision principles to eliminate redundant ideas and wording.	30	
Format ❑ Single space lines; leave blank space between paragraphs; do not indent paragraphs; left justify. ❑ Correct and appropriate document format. ❑ Use descriptive headings to label major sections. ❑ Highlight text for emphasis and easy reading (e.g., bulleted or numbered lists and headings). ❑ Use descriptive, concise subject line ❑ Passes the "eyeball" test	10	
Mechanics ❑ Ensures that spelling, grammar, and punctuation are perfect.	10	
Comments:	100	

GEB 5215 Persuasive Assessment Rubric

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

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