

## Academic Assessment Plan

### University of Florida

#### Academic Affairs

#### Academic Colleges

#### Warrington College of Business Administration

#### Hough Graduate School of Business

#### Entrepreneurship (MS)

##### MS Entrepreneurship Program Mission

To promote an entrepreneurial lifestyle in our students and to provide them with the tools and experiences needed to creatively pursue new opportunities and innovations.

##### Responsible Roles:

**Program:** Entrepreneurship (MS)

**Progress:**

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##### 2016-17 PG 1: Enrollment

Enroll a diverse student body with backgrounds and experiences to be able to successfully contribute to the program's educational component through knowledge sharing

##### Evaluation Method

The program assesses the makeup of each cohort of students through demographic statistics including gender, race, years of experience, entrepreneurial background, entry scores and GPA. The ideal blend of these attributes for this specialized entrepreneurship masters program is intended to be as follows (model cohort):

Male/Female - 60%/40%

White/Other - 75%/25%

Business/Non-business Major - 50%/50%

Average Years experience - 0

Average GMAT - 580

Average GRE - 1200

Average GPA - 3.5

**Responsible Role:** Associate Dean (Ray, Brian)

**Progress:** Ongoing

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##### 2016-17 PG 2: Build a statewide network

Build a statewide network of entrepreneurs and service providers (investors, consultants, etc) that can support and contribute to the entrepreneurial community as well as the educational mission of the Center for Entrepreneurship and Innovation.

##### Evaluation Method

The alumni network will be assessed through the following:

- 1.) Participation in e-mail listserves, Facebook groups, geographic alumni groups, etc
- 2.) Post-graduation surveys

**Responsible Role:** Associate Dean (Ray, Brian)

**Progress:** Ongoing

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**2016-17 PG 3: Contribute to statewide economic development**

Contribute to statewide economic development and successful new venture creation generally. In addition, help students to achieve employment in their desired area of interest.

**Evaluation Method**

It is expected that the students' ability to contribute to the new venture creation process will be evaluated through tracking of their careers over time (evaluating statistics such as business success, corporate intrapreneurship and non-profit establishment).

**Responsible Role:** Associate Dean (Ray, Brian)

**Progress:** Ongoing

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**2016-17 SLO 1: Knowledge**

Assess and evaluate potential new value-driven creative venture opportunities in ways that convey a vision

**SLO Area (select one):** Knowledge (Grad)

**Responsible Role:** Associate Dean (Ray, Brian)

**Progress:** Ongoing

**Assessment Method**

A program oral exam will be used to assess the learning objectives.

The Program Oral Exam is required by all students completing the program and is reviewed by the program's faculty steering committee.

Each student maintains an experience portfolio over the duration of their program in which they track participation in Entrepreneurship Center activities (minimum of 4), complete venture creation activities (minimum of 3), complete applied in-class projects (minimum of 3) and complete extracurricular projects (minimum of 2).

At the end of their program, as part of their oral exam, the students are then expected to present their experience portfolio outlining all of the experiences that they completed and then addressing the entrepreneurial competencies as follows:

- Providing their definition of the competency
- Identifying approaches or techniques to be used on an ongoing basis
- Providing relevant examples of competency demonstration and application

The faculty steering committee scores this portfolio presentation utilizing the defined rubrics. Scores are then totaled and tabulated by the MSE Program office and provided to the students. This exam serves as the Program Oral Exam for completion of the student's master's program as well as for assurance of learning. The data is stored in a secure location and used for making decisions about future changes or adaptations to the MSE program.

### **2016-17 SLO 2: Professional Behavior**

Apply professional entrepreneurial skills to leverage resources, manage risk, plan when nothing exists, develop an action orientation and be tenacious in the face of setbacks.

**SLO Area (select one):** Skills (Grad)

**Responsible Role:** Associate Dean (Ray, Brian)

**Progress:** Ongoing

#### **Assessment Method**

A program oral exam will be used to assess the Assurance of Learning program learning outcomes.

The Program Oral Exam is required by all students completing the program and is reviewed by the program's faculty steering committee.

Each student maintains an experience portfolio over the duration of their program in which they track participation in Entrepreneurship Center activities (minimum of 4), complete venture creation activities (minimum of 3), complete applied in-class projects (minimum of 3) and complete extracurricular projects (minimum of 2).

At the end of their program, as part of their oral exam, the students are then expected to present their experience portfolio outlining all of the experiences that they completed and then addressing the entrepreneurial competencies as follows:

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### **2016-17 SLO 3: Skills**

Utilize professional experience effectively to adapt and build action-oriented networks in the pursuit of entrepreneurial opportunities

**SLO Area (select one):** Skills (Grad)

**Responsible Role:** Associate Dean (Ray, Brian)

**Progress:** Ongoing

#### **Assessment Method**

A program oral exam will be used to assess the Assurance of Learning program learning outcomes.

The Program Oral Exam is required by all students completing the program and is reviewed by the program's faculty steering committee.

Each student maintains an experience portfolio over the duration of their program in which they track participation in Entrepreneurship Center activities (minimum of 4), complete venture creation activities (minimum of 3), complete applied in-class projects (minimum of 3) and complete extracurricular projects (minimum of 2).

At the end of their program, as part of their oral exam, the students are then expected to present their experience portfolio outlining all of the experiences that they completed and then addressing the entrepreneurial competencies as follows:

- Providing their definition of the competency
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### **MS in Entrepreneurship AAP Detail**

**Start:** 7/1/2016

**End:** 6/30/2017

**Progress:**

**Providing Department:** Entrepreneurship (MS)

**Responsible Roles:** Associate Dean (Ray, Brian)

### **Research (Graduate and Professional AAPs only)**

The UF Center for Entrepreneurship and Innovation's Master of Science in Entrepreneurship (MSE) is a non-thesis program designed to provide students with the skills necessary to successfully identify, evaluate and pursue the launch of new venture opportunities.

### **Assessment Timeline (Graduate and Professional AAPs only)**

See Attached

 MSE Timeline

### **Curriculum Map (UG AAPs only)**

#### **Assessment Cycle (All AAPs)**

Assessment Cycle for:

[Program M.S. in Information Systems and Operations Management](#)

[Warrington College of Business Administration](#)

Analysis and Interpretation: May to September

Program Modifications: Completed by September

Dissemination: Completed by October

Year	16-17	17-18	18-19	19-20	20-21	21-22
SLOs						
Knowledge						
#1	X	X	X	X	X	X
Professional Behavior						
#2	X	X	X	X	X	X
Skills						
#3	X	X	X	X	X	X

**Methods and Procedures (UG and Certificate AAPs)****SLO Assessment Rubric (All AAPs)**

## RUBRIC FOR ENTREPRENEURIAL OPPORTUNITY

Learning Objective(s)	Course or Program Exposure	Assessment Measurement
1. Assess and evaluate potential new value-driven creative venture opportunities in ways that convey a vision.	ENT 6616, MAR 6833, GEB 5212, GEB 5215, ENT 6930 (Profitability Metrics, MSE Practicum)	Program Oral Exam – Student will present competency portfolio demonstrating knowledge and mastery of subject matter.

**Student:**

1 = Below Expectations 2 = Meets expectations 3 = Exceeds Expectations

Ability to Solve Problems Creatively	1	2	3
	- Student did not define the competency. - Student did not identify approaches or techniques to use on an ongoing basis. - Student did not provide relevant examples of competency demonstration or application.	-Student defined the competency. - Student identified one approach or technique to use on an ongoing basis.	- Student defined the competency well and in detail. - Student identified multiple approaches or techniques to use on an ongoing basis. - Student provided relevant examples of competency demonstration and application.
Ability to Recognize Opportunity	1	2	3
	- Student did not define the competency. - Student did not identify approaches or techniques to use on an ongoing basis. - Student did not provide relevant examples of competency demonstration or application.	-Student defined the competency. - Student identified one approach or technique to use on an ongoing basis.	- Student defined the competency well and in detail. - Student identified multiple approaches or techniques to use on an ongoing basis. - Student provided relevant examples of competency demonstration and application.
Ability to Assess Opportunity	1	2	3
	- Student did not define the competency.	-Student defined the competency.	- Student defined the competency well and in

		- Student did not identify approaches or techniques to use on an ongoing basis.	- Student identified one approach or technique to use on an ongoing basis.	detail. - Student identified multiple approaches or techniques to use on an ongoing basis.
		- Student did not provide relevant examples of competency demonstration or application.		- Student provided relevant examples of competency demonstration and application.
Ability to Develop Value-Driven Concepts	1		2	3
		- Student did not define the competency.	-Student defined the competency.	- Student defined the competency well and in detail.
		- Student did not identify approaches or techniques to use on an ongoing basis.	- Student identified one approach or technique to use on an ongoing basis.	- Student identified multiple approaches or techniques to use on an ongoing basis.
		- Student did not provide relevant examples of competency demonstration or application.		- Student provided relevant examples of competency demonstration and application.
Ability to Convey an Opportunity Vision	1		2	3
		- Student did not define the competency.	-Student defined the competency.	- Student defined the competency well and in detail.
		- Student did not identify approaches or techniques to use on an ongoing basis.	- Student identified one approach or technique to use on an ongoing basis.	- Student identified multiple approaches or techniques to use on an ongoing basis.
		- Student did not provide relevant examples of competency demonstration or application.		- Student provided relevant examples of competency demonstration and application.

**Overall Sum Total:** \_\_\_\_\_ (Below Expectations=5-7, Meets Expectations=8-12, Exceeds Expectations=13-15)





## RUBRIC FOR ENTREPRENEURIAL ACTION

Learning Objective(s)	Course or Program Exposure	Assessment Measurement
2. Apply professional entrepreneurial skills to leverage resources, manage risk, plan when nothing exists, develop an action orientation and be tenacious in the face of setbacks.	MAR 6930 (Entrepreneurial Marketing I & II), BUL 6930 (Law for Entrepreneurs), ENT 6930 (1 <sup>st</sup> 100 Days, Entrepreneurial Selling, MSE Practicum)	Program Oral Exam – Student will present competency portfolio demonstrating knowledge and mastery of subject matter.

**Student:****Rubric for Entrepreneurial Action**

1 = Below Expectations 2 = Meets expectations 3 = Exceeds Expectations

	1	2	3
Ability to Leverage Resources	<ul style="list-style-type: none"> <li>- Student did not define the competency.</li> <li>- Student did not identify approaches or techniques to use on an ongoing basis.</li> <li>- Student did not provide relevant examples of competency demonstration or application.</li> </ul>	<ul style="list-style-type: none"> <li>- Student defined the competency.</li> <li>- Student identified one approach or technique to use on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>- Student defined the competency well and in detail.</li> <li>- Student identified multiple approaches or techniques to use on an ongoing basis.</li> <li>- Student provided relevant examples of competency demonstration and application.</li> </ul>
Ability to Manage Risk	<ul style="list-style-type: none"> <li>- Student did not define the competency.</li> <li>- Student did not identify approaches or techniques to use on an ongoing basis.</li> <li>- Student did not provide relevant examples of competency demonstration or</li> </ul>	<ul style="list-style-type: none"> <li>- Student defined the competency.</li> <li>- Student identified one approach or technique to use on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>- Student defined the competency well and in detail.</li> <li>- Student identified multiple approaches or techniques to use on an ongoing basis.</li> <li>- Student provided relevant examples of competency demonstration and application.</li> </ul>

		application.	
Ability to Plan When Nothing Exists	1	2	3
	- Student did not define the competency.	- Student defined the competency. - Student identified one approach or technique to use on an ongoing basis.	- Student defined the competency well and in detail. - Student identified multiple approaches or techniques to use on an ongoing basis. - Student provided relevant examples of competency demonstration and application.
	- Student did not identify approaches or techniques to use on an ongoing basis.		
	- Student did not provide relevant examples of competency demonstration or application.		
Ability to Develop an Action Orientation/ Implementation	1	2	3
	- Student did not define the competency.	- Student defined the competency. - Student identified one approach or technique to use on an ongoing basis.	- Student defined the competency well and in detail. - Student identified multiple approaches or techniques to use on an ongoing basis. - Student provided relevant examples of competency demonstration and application.
	- Student did not identify approaches or techniques to use on an ongoing basis.		
	- Student did not provide relevant examples of competency demonstration or application.		
Ability to Demonstrate Tenacity	1	2	3
	- Student did not define the competency.	- Student defined the competency. - Student identified one approach or technique to use on an ongoing basis.	- Student defined the competency well and in detail. - Student identified multiple approaches or techniques to use on an ongoing basis. - Student provided relevant examples of competency demonstration and application.
	- Student did not identify approaches or techniques to use on an ongoing basis.		

- Student did not provide relevant examples of competency demonstration or application.

application.

**Overall Sum Total:** \_\_\_\_\_ (Below Expectations=5-7, Meets Expectations=8-12, Exceeds Expectations=13-15)

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RUBRIC FOR ENTREPRENEURIAL EXPERIENCE

Learning Objective(s)	Course or Program Exposure	Assessment Measurement
3. Utilize professional experience effectively to adapt and build action-oriented networks in the pursuit of entrepreneurial opportunities.	ENT 6930 (Dilemmas and Debates, Silicon Valley Program, MSE Practicum), ENT 6946	Program Oral Exam – Student will present competency portfolio demonstrating knowledge and mastery of subject matter.

**Student:**

**Rubric for Entrepreneurial Experience**

1 = Below Expectations 2 = Meets expectations 3 = Exceeds Expectations

	1	2	3
Ability to Learn from Experiences	<ul style="list-style-type: none"> <li>- Student did not define the competency.</li> <li>- Student did not identify approaches or techniques to use on an ongoing basis.</li> <li>- Student did not provide relevant examples of competency demonstration or application.</li> </ul>	<ul style="list-style-type: none"> <li>-Student defined the competency.</li> <li>- Student identified one approach or technique to use on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>- Student defined the competency well and in detail.</li> <li>- Student identified multiple approaches or techniques to use on an ongoing basis.</li> <li>- Student provided relevant examples of competency demonstration and application.</li> </ul>
Ability to Adapt	<ul style="list-style-type: none"> <li>- Student did not define the competency.</li> <li>- Student did not identify approaches or techniques to use on an ongoing basis.</li> <li>- Student did not provide relevant examples of competency demonstration or application.</li> </ul>	<ul style="list-style-type: none"> <li>-Student defined the competency.</li> <li>- Student identified one approach or technique to use on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>- Student defined the competency well and in detail.</li> <li>- Student identified multiple approaches or techniques to use on an ongoing basis.</li> <li>- Student provided relevant examples of competency demonstration and application.</li> </ul>

Ability to Build and Manage Networks	1	2	3
	<ul style="list-style-type: none"> <li>- Student did not define the competency.</li> <li>- Student did not identify approaches or techniques to use on an ongoing basis.</li> <li>- Student did not provide relevant examples of competency demonstration or application.</li> </ul>	<ul style="list-style-type: none"> <li>- Student defined the competency.</li> <li>- Student identified one approach or technique to use on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>- Student defined the competency well and in detail.</li> <li>- Student identified multiple approaches or techniques to use on an ongoing basis.</li> <li>- Student provided relevant examples of competency demonstration and application.</li> </ul>

**Overall Sum Total:** \_\_\_\_\_ (Below Expectations=3-4, Meets Expectations=5-8, Exceeds Expectations=9)

### Measurement Tools (Graduate and Professional AAPs Only)

#### Program Oral Exam

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### Assessment Oversight (All AAPs)

Name	Department Affiliation	Email Address	Phone Number
Jamie Kraft	Director/CEI	jamie.kraft@warrington.ufl.edu	352-273-0333
Michael Morris	George and Lisa Etheridge Professor of Entrepreneurship & Clinical Professor	michael.morris@warrington.ufl.edu	352-273-0330

**Academic Assessment Plan Entry Complete:**