

# Assurance of Learning Assessment Measure Guidance - MBA

## Program Overview

The Master of Business Administration degree is designed to serve students, alumni, and businesses by providing educational programs that enhance leadership and competence among businesspeople and solutions for important business problems. This mission is achieved 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.

The University of Florida MBA Program is designed for individuals with diverse academic and professional backgrounds. The MBA program offers 1 and 2 year options, depending on the prior academic experience of the students. UF offers a full array of learning platforms; including full-time on-campus, weekend, and online options. Full-time students may choose to focus their studies with elective courses in one or more of seven market-driven concentrations. Working Professional students are in lock-step programs, although there are some options for students to take a limited number of electives within this type of MBA program. The curriculum for each of these offerings is driven by faculty working closely with industry leaders, who assist them in developing course content that will best prepare our graduates for successful careers in industry.

## Program Goals and Objectives

- 1) Demonstrate competency across business disciplines.
  - a. Apply the essential elements of core business principles to analyze and evaluate problems and to construct and implement solutions in the business environment.

Assessment Method: Course-embedded measure (MAN 6724 OR MAN 6637)

- 2) Demonstrate knowledge and understanding of leadership skills and styles appropriate for working with a variety of individual and groups.
  - a. Apply knowledge of core leadership skills to analyze and evaluate problems, choose from and generate alternative solutions, for the purpose of affecting organizational change or influencing others.

Assessment Method: CapSim TeamMate and Inbox assessments

- 3) Demonstrate critical thinking.
  - a. Employ appropriate analytical models and apply critical reasoning processes to evaluate evidence, select among alternatives, and generate creative options in furtherance of effective decision making.

Assessment Method: Course-embedded measure (MAN 6724 OR MAN 6637)

4) Possess effective communication skills.

- a. Write business documents clearly, concisely, and analytically.
- b. Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.

Assessment Method: Course-embedded measures (GEB 5212/GEB 5215)

### **Assessment Measures**

The following assessment measure will be used to assess the Assurance of Learning program goals and objectives:

- 1) Course embedded measures that include case studies embedded in the capstone course to be administered every year in MAN 6724 or MAN 6637 Strategic Management (these course numbers distinguish between the credit earned in the full-time and part-time programs), CapSim assessments at various points both course based and opt-in, a writing assignment embedded in selected offerings of GEB 5212, and a speaking assignment embedded in selected offerings of GEB 5215.

The following information outlines the methods used for this measure.

#### Course Embedded Measures

##### *Capstone*

During their final term of each year, all MBA students are required to complete a Strategic Management capstone course that builds upon the key concepts in each of the core business disciplines. The course is designed to illustrate how core business disciplines are interconnected, and will provide the students with opportunities to engage in real-world type problem solving exercises. Depending on the faculty member teaching, these may 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 Strategic Management capstone course will provide an excellent opportunity for the College to assess the extent that the students are accomplishing each of the program goals and objectives. Assessments will be implemented across MBA platform options where faculty will utilize the same rubric, but the assessment measures will be customized to fit the case they choose.

The MBA AOL committee will review the data collected each Fall semester. This data will be stored in a secure location and used for making decisions about future changes or adaptations to the MBA program.

(Appendix A - Strategic Management Rubric)

### *CapSimInbox*

CapsimInbox is a simulation-based behavioral assessment. The simulation has the look-and-feel of a typical communication platform, complete with emails, shared files, and instant messages. Participants assume managerial roles where they must respond to various problems, situations, and information that are designed to elicit their proficiency on skills related to performance effectiveness. CapsimInbox requires less than 60 minutes to complete (average time is about 40 minutes). CapsimInbox includes a self-directed individual plan builder that provides specific evidence-based developmental tactics and walks participants through the creation of customized skill improvement plan. There are multiple versions of CapsimInbox designed to assess skills across different settings (see below).

### *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 MBA 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 MBA program.

(Appendix B - GEB5212 Executive Summary Rubric)

### *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 MBA 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 MBA program.

(Appendix C - GEB5215 Persuasive Assessment Rubric)

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Appendix A

Learning Goal 1: Demonstrate competency across business disciplines.		
Learning Objective(s):	Assessment Measurement	
1A. Apply the essential elements of core business principles to analyze and evaluate problems and to construct and implement solutions in the business environment	Submission of individual written case for evaluation and feedback in MAN 6724 and MAN 6637.	
RUBRIC FOR ASSESSING INDIVIDUAL WRITTEN PROJECT		
	Pass	Fail
Identify whether your company has a competitive advantage or disadvantage in its primary industry.	Uses critical thinking skills to identify the specific source(s) of the company competitive advantage.	Does not critical thinking skills to identify the specific source(s) of the company competitive advantage.
What strategies has your company used to manage entry and manage rivalry in the industry?	Uses critical reasoning processes to identify appropriate strategies for the company.	Does not use critical reasoning processes to identify appropriate strategies for the company.

Learning Goal 3: Demonstrate Critical Thinking		
Learning Objective(s):	Assessment Measurement	
3A. Employ appropriate analytical models and apply critical reasoning processes to evaluate evidence, select among alternatives and generate creative options in furtherance of effective decision making.	Submission of individual written case for evaluation and feedback in MAN 6724 and MAN 6637.	
RUBRIC FOR ASSESSING INDIVIDUAL WRITTEN PROJECT		
	Pass	Fail
Apply analysis to the industry in which your company is based. What does this model tell you about the nature of competition in <u>the</u> industry?	Demonstrates appropriate knowledge through use of external analysis of the specified industry.	Does not demonstrate appropriate knowledge through use of external analysis of the specified industry.

Appendix B

<b>Executive Summary Rubric</b>		
<b>Component</b>	<b>Possible Score</b>	<b>Your Score</b>
<b>Content</b> <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	
<b>Organization</b> <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	
<b>Stylistics</b> <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	
<b>Format</b> <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	
<b>Mechanics</b> <input type="checkbox"/> Ensures that spelling, grammar, and punctuation are perfect.	10	
<b>Comments:</b>	100	

Appendix C

**Persuasive Assessment**

Speaker \_\_\_\_\_

Topic \_\_\_\_\_

\*Higher number indicates better score.

<b>INTRODUCTION</b>					
<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&amp; 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
<b>BODY OF SPEECH</b>					
<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
<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
<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
<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