

Assurance of Learning Assessment Measure Guidance – MIB

Program Overview

The Master of International Business (MIB) program is an interdisciplinary graduate business program designed to enhance a student's knowledge and understanding of global business trends and problems. The program is open to those recent graduates possessing a bachelor's degree in business or who minored in business.

The MIB program is designed to prepare students for careers in the global business environment, but not necessarily within "business" (degree is relevant to advertising, non-profit, government and more). Only half of the program is core, thus students are taking a wide variety of electives within the program to tailor it toward their particular career interests. One international experience is mandatory, and that is the one-week Global Immersion Experience (GIE). Students can choose among locations and offerings in the past have been to Barcelona, Berlin, Budapest, Buenos Aires, Madrid, Munich, Rio de Janeiro, Santiago, and Seoul. Students gain region and even country specific knowledge and experience through the GIE, capstone project, and optional study abroad programs. Students also gain cross-cultural experience through orientation activities and interaction with the exchange students who come to UF for their study abroad program.

Program Goals and Objectives

1) 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.
- c. Demonstrate ability in languages other than English.

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

2) Demonstrate ability to critically analyze and question knowledge claims in a specialized industry.

- a. Analyze the nature of competition and macro-environmental changes, and the effect of these elements to evaluate claims in a specialized industry.

Assessment Method: Course-embedded measure (MAN 6900 Capstone Project)

3) Possess a global perspective on business.

- a. Apply knowledge of strategies used for the multinational corporation to analyze and make recommendations for future growth and direction.

- b. Identify cultural and business issues that impact organizations in a foreign environment.

Assessment Method: Course-embedded measure (MAN 6900 Capstone Project and GEB 6930 Global Immersion Experience)/Selection

Assessment Measures

Two types of assessment measures will be used to assess the Assurance of Learning program goals and objectives:

- 1) Selection of all applicants.
- 2) Course-embedded measures that include an international-business simulation administered every year in the Fall offering of MAN 6900, 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 Global Immersion Experience (GIE) every Fall offering of GEB 6930.

The following information outlines the methods used for each measure.

Selection

The MIB Program office will gather information on each student admitted to the program. We will 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.

MAN6900 Capstone Project

The MAN 6900 Capstone Project is required for all students completing the program and is supervised by former Warrington College of Business Dean, John Kraft. Throughout the semester, students work on and complete an online international-business simulation titled GlobalDNA (Publisher: Capsim). Students are divided into teams and each team manages a company that creates, manufactures, and globally distributes medical-testing devices. Students will investigate extensive data provided in the simulation that details consumer preferences and market characteristics in three regions: Americas, Asia Pacific, and Europe. Based on students' interpretation of these data, the team will work together to determine what type of devices the company should introduce in each region, where the devices should be produced, how many should be produced for each region, pricing for each region, marketing strategies and budgets for each region, and financing decisions.

The project supervisor will score key questions utilizing the defined rubric by the following December for review by the MIB Program office. The scores will be independent of the grades in the capstone course. The data will be stored in a secure location and used for making decisions about future changes or adaptations to the MIB program.

(See Appendix A – MAN6900 Capstone Project Assessment Rubric)

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 MIB 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 MIB program.

(See Appendix B - 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 MIB 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 MIB program.

(See Appendix C - GEB5215 Persuasive Assessment Rubric)

GEB6930 Global Immersion Experience (previously MAN6958)

The mandatory GEB6930 Global Immersion Experience (GIE) is designed to provide students with a brief, but intensive international immersion experience. Through 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. Students will complete pre-trip and post-trip assignments. The faculty leader will submit a scoring rubric to the MIB program office in July. The faculty leader will score the post-trip assignment using a defined rubric and will submit the data to the MIB program office in December. This data will be stored in a secure location and used for making decisions about future changes or adaptations to the MIB program.

(See Appendix D – GEB6930 Global Immersion Experience Assessment Rubric)

Appendix A

Learning Goal 2: Demonstrate ability to critically analyze and question knowledge claims in a specialized industry.			
Learning Objective (s):	Course or Program Exposure	Assessment Measurement	MAN 6900 GDNA Comp-XM
2A. Analyze the nature of competition and macro-environmental changes, and the effect of these elements to evaluate claims in a specialized industry.	MAN6636, GEB6366, MAN6900	Submission of individual project for evaluation and feedback.	Simulation Measures: 2 Domains (4. Forecasting; 5. Competitive Advantage); Board Query Item Topics: 24 Items (1.1 Revenue Recognition; 1.2 Understanding the Accounting Equation; 1.3 Statement of Cash Flow; 1.4 Calculating Book Value; 1.5 Identifying Fixed vs. Variable Costs; 1.6 International Breakeven Analysis; 2.1 Effect of Investment Decisions; 2.2 Effects of Change in Depreciation Expense; 2.3 Retirement of Debt; 2.4 International Sample Ratios; 2.5 Calculating Dividend Yield; 2.6 Cash Management; 3.1 Identifying Price Elasticity; 3.2 Identifying Competitors Using the Four P's; 3.3 Forecasting; 3.4 International Marketing Segment Size; 3.5 Demand Analysis; 3.6 Identifying Marketing Efficiency; 4.1 International Contribution Margins; 4.2 Optimal Balance of Production and Outsourcing; 4.3 Cost of Right-Sizing Plant; 4.4 Acceptable Inventory Levels; 4.5 Operational Impact of Unit Margin; 4.6 Capacity Analysis)
Learning Goal 3: Possess a global perspective on business.			
Learning Objective (s):	Course or Program Exposure	Assessment Measurement	MAN 6900 GDNA Comp-XM
3A. Apply knowledge of strategies used for the multinational corporation to analyze and make recommendations for future growth and direction.	MAN6636, FIN6638, GEB6366, MAN6900	Submission of individual project for evaluation and feedback.	Simulation Measures: 5 Domains (1. Profitability; 2. Ability to Raise Capital; 3. Asset Management; 4. Forecasting; 5. Competitive Advantage); Board Query Item Topics: 10 items (1.6 International Breakeven Analysis; 2.4 International Sample Ratios; 3.4 International Marketing Segment Size; 4.1 International Contribution Margins; 5.1 Comparison of Local and Global Companies; 5.2 Identifying Strategies; 5.3 Strategic Analysis; 5.4 Competitive Analysis; 5.5 Building Competitive Advantage; 5.6 Developing Mission/Vision Statement)
LAST UPDATED JULY 23 2023			

Appendix B

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

Appendix C

Persuasive Assessment

Speaker _____
 Topic _____

*Higher number indicates better score.

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

Learning Goal 3: Possess a global perspective on business.

Learning Objective (s):	Course or Program Exposure	Assessment Measurement
3A. Apply cultural awareness and intercultural skills to adapt, innovate, and solve problems in unfamiliar environments.	GEB6930	Successful completion of Global Immersion Experience. Submission of individual written post-trip assignment for evaluation and feedback.
RUBRIC FOR ASSESSING SUCCESSFUL COMPLETION OF GLOBAL IMMERSION EXPERIENCE		
	Pass	Fail
Attend Pre-Departure Sessions	Attended scheduled sessions	Missed 1 or more scheduled visits
Attend in-country lectures/visits	Attended scheduled sessions	Missed 1 or more scheduled visits
RUBRIC FOR ASSESSING INDIVIDUAL WRITTEN REFLECTION PAPER		
Apply knowledge	Pass	Fail
Cultural Awareness	Demonstrates knowledge of different cultural practices between the U.S. and host country	Does not demonstrate knowledge of different cultural practices between the U.S. and host country
Adapt, Innovate & Solve Problems	Examples of ability to adapt, innovate and solve problems applied appropriately	Examples of ability to adapt, innovate and solve problems not applied appropriately
Perception Changes	Perception changes articulated are appropriate	Perception changes articulated are not appropriate
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