

# Assurance of Learning Assessment Measure Guidance – MSM

## Program Overview

The M.S. - Management (MSM) program is an interdisciplinary graduate business program designed to afford general business competency to students who possess little or no educational business background. The MSM program is a simple program with one main goal: Educate students about business for successful managerial decision-making. We are preparing students for careers in any discipline where business knowledge will enhance their performance and decision-making process. Those career paths could include but are not limited to general business management, biotechnology, advertising, telecommunications, law, tourism and hospitality, university administration, teaching & education, engineering, medicine, and non-profits.

The program consists of 20 core credits, with core courses selected to mimic a standard U.S. MBA program, and 10 elective credits for which there are a variety of options. Our focus for goals and assessment is only on the core courses as the elective options are too varied, and we even permit students to take non-Business graduate courses as elective (limit 9 credits).

## 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.

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

### 2) Demonstrate competency across business disciplines.

- a. Demonstrate significant business knowledge gain compared to knowledge at program entry.
- b. Apply the essential elements of core business principles to analyze and evaluate problems and to construct and implement solutions in the business environment.

Assessment Methods: Selection/Course-embedded measure (MAN 6636)

### 3) Demonstrate critical thinking.

- a. Employ appropriate analytical models and apply critical reasoning processes to evaluate evidence, select among alternatives, and generate creative options to advance effective decision making.

Assessment Method: Course-embedded measure (MAN 6636)

## 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 a case study embedded in every Spring and Fall offering of MAN6636, a writing assignment embedded in every Summer and Fall offering of GEB5212, and a speaking assignment embedded in every Summer and Fall offering of GEB5215.

The following information outlines the methods used for each measure.

### Selection

The MSM program will not admit students who have taken more than 6 basic business courses (the equivalent of a “minor” at a U.S. institution). We will consider any non-business major for admission, and approximately 22% of admitted students minored in business or had a “related” major such as economics.

### Course-Embedded Measures

#### *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 MSM program office for review. This data will be stored in a secure location and used for making decisions about future changes or adaptations to the MSM program.

(see Appendix A 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 MSM program office for review. This data will be stored in a secure location and used for making decisions about future changes or adaptations to the MSM program.

(See Appendix B GEB5215 Persuasive Assessment Rubric)

#### *MAN6636 Case Study*

During their final term of each year, all MSM students will be 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 will provide the students with “hands-on” opportunities to engage in real-world problem-solving exercises. These include cases, simulations, and other group-based activities.

By reinforcing these key concepts and 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 will provide an excellent opportunity for the College to assess the extent that the students are accomplishing each of the program goals and objectives.

The MSM Committee will review the case study data collected with the course instructor each Summer semester and present to the Specialized Masters Committee every Fall semester. This data will be stored in a secure location and used for making decisions about future changes or adaptations to the MSM program.

## Appendix A

Executive Summary Rubric		
Component	Possible Score	Your Score
<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 B

## 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