



2014-2015 Assurance of Learning Report
Master of Business Administration (MBA)

I. College of Business Mission

Preparing students to succeed in the workplace through educational excellence.

II. Graduate Assurance of Learning Goals and Objectives

- I. **Global Competitive Environment:** The ability to perform an environmental scan through an understanding of the global economic, socio-cultural, political, legal, technological, and competitive environments in which business and non-business organizations seek competitive advantage.
 - a. Global Multicultural Perspective: Ability to effectively recognize and address the relevant international and multicultural business issues when operating in a global business environment.
 - b. Competitive Environment: Ability to effectively define and analyze the competitive environment.
- II. **Ethical and Legal Responsibilities:** Understand and incorporate into their decision-making the social, ethical and legal responsibilities of organizations as they pursue economic goals and objectives.
 - a. Legal and Social Environment: Understand the legal and social environment of business operations.

- III. **Strategic Analysis and Planning:** The ability to critically analyze an organization from various stakeholder perspectives and to develop strategic plans under conditions of dynamic change and competitive uncertainty.
- a. Marketing Planning & Strategy: Understand the role of marketing in the creation of value for internal and external stakeholders through decisions related to the marketing mix, as well as such key concepts as relationship marketing, marketing segmentation and targeting, positioning, and market planning.
 - b. Economic Foundations: Understand the workings of modern market economies. Know the components of the macro economy and understand the relationships between aggregate economic activity and monetary and fiscal policy. Demonstrate familiarity with basic economic terminology and an understanding of marginal analysis, supply and demand analysis, consumer behavior, production and cost theory, and profit maximization under a variety of market structures.
 - c. Strategic Integration: The ability to integrate and apply business concepts, tools, and techniques in a problem-solving environment, drawing on both program coursework and business experience.
- IV. **Leadership and Collaboration:** Effective leadership collaboration skills both in classroom settings and in project/team environments.
- a. Management Leadership: Understand the basic theories, concepts, and effective behavioral practices that form the foundation of modern management thought and demonstrate the ability to apply key management concepts.
 - b. Teamwork: Effective collaboration and leadership skills in a team environment.

- V. **Operational Business Decision-Making:** The ability to effectively use financial, statistical, quantitative, and qualitative data to analyze business problems for managerial decision making, formulate appropriate operating plans, and devise comprehensive evaluation measures.
- a. Finance: Understand the processes, decision structures and institutional arrangements related to the use and acquisition of funds by a firm in a competitive environment.
 - b. Decision Analysis, Operational Management, and Quality Control: Statistics concepts and management decision making tools for operational decision making and quality management.
 - c. Information Systems: Understand the concepts, structures and process involved in the management of information systems and technologies and the role of information systems in supporting managerial decision-making.
 - d. Critical Thinking: Ability to interpret data, to apply concepts and ideas, and to analyze data, theories and relationships deductively and inductively.
 - e. Accounting: Understand the basic concepts and theories underlying general-purpose financial statements, and the structure and interpretation of financial statements. As well as an appreciation for the role of management accounting data and other data for managerial decision making.
- VI. **Communication:** Oral and written communication competencies that support and enhance managerial effectiveness.
- a. Oral Communication: Effective presentation skills in content, organization, and delivery.
 - b. Written Communication: Write business documents with clear focus, organization, and mechanical correctness.

III. Alignment of COB Mission and the Graduate Assurance of Learning Goals

The USFSM College of Business mission statement emphasizes a high quality education through four aspects stated within the College mission statement that are strongly aligned to the assurance of learning goals of both the graduate and undergraduate programs:

- (1) Diverse Learning Environment; (2) Ethical; (3) Decision-Makers; (4) Leadership

USFSM College of Business Mission: The College of Business at the University of South Florida Sarasota-Manatee provides a high quality, diverse learning environment for business students at the undergraduate and graduate levels. The College strives to prepare students to become ethical decision makers and business and community leaders. The College faculty maintains a balanced emphasis on quality teaching, scholarly pursuits and service activities to benefit the community it serves.

The table below illustrates how the six (6) graduate assurance of learning goals are linked to the four aspects of a high quality education as stated in the mission of the College of Business.

COB Mission:	High Quality Education					
	1. Diverse Learning Environment	2. Ethical	3. Decision-Makers		4. Leadership	
Graduate Assurance of Learning Goals:	I. Global Competitive Environment	II. Ethical and Legal Responsibilities	III. Strategic Analysis and Planning	V. Operational Business Decision-Making	VI. Communication	IV. Leadership and Collaboration

IV. Means of Assessing the Graduate Assurance of Learning Goals and Objectives

ETS Major Field Test for the Master of Business Administration (GEB 6895, Integrated Business Applications embedded assessment) – Students are given the Major Field Test for the Master of Business Administration (MFT-MBA), developed by the Educational Testing Service (ETS), in the MBA Capstone: Integrated Business Applications. The exam contains 124 multiple-choice questions, half of which are based on short case study scenarios. Most of the questions require knowledge of specific information drawn from marketing, management, finance, and accounting. The test also includes questions that focus on international business, information technology, legal and regulatory environment of business, ethics and social responsibility in business, statistical analysis, managerial economics and e-commerce. A unique feature of the MFT-MBA is that all of the questions on the test measure critical thinking ability — that is, the ability to interpret data, to apply concepts and ideas, and to analyze data, theories and relationships deductively and inductively. The overall scaled score is considered a measure of a student's critical thinking and reasoning within the domain of a standard MBA curriculum. Test questions are developed by experienced faculty committees in all relevant areas and are revised every five years. ETS assessment experts conduct rigorous test of sensitivity and reliability on each question.

Capstone Project Evaluations (GEB 6895, Integrated Business Applications embedded assessment) – Students create, present, and defend a business plan that considers all elements of business operation. Student groups present to a group of outside evaluators including SCORE mentors; COB Board of Advisors members; faculty from other colleges/universities; and COB faculty. Program faculty and business leaders in the community evaluate the business plans and student presentations using faculty-developed scoring rubrics. The faculty work with the Office of Institutional Research and Effectiveness to monitor inter-rater reliability.

International Business Opportunity, Entry Strategy, and Globalization Impact Analysis (MAN 6601, International Management embedded assessment) – Students prepare a report with recommendations about a global business complete an analysis of the impact of globalization on a country. Students analyze the main forces associated with globalization (technology, trade and integration, offshoring and outsourcing, migration, transportation, environmental pollution) and the impact of these forces on different stakeholders (domestic companies, workers, farmers, indigenous cultures, and different demographic groups). Students draw implications for these forces of globalization and the impact on international management price. The analysis is in the form of a 5-7 page paper with text references and 3-4 additional outside sources. The paper is used for assessment of the assurance of learning goals of the Global Competitive Environment, Operational Business Decision Making, and Communication. Faculty evaluate student work using a rubric aligned to the assurance of learning goals and objectives. The faculty work with the Office of Institutional Research and Effectiveness to monitor inter-rater reliability.

Global Economic Environment Assessment (ECO 6708, Global Economic Environment embedded assessment) – To assess the students understanding of the global economic environment in which organizations seek to earn a competitive advantage as part of the graduate assurance of learning goal I, Global Competitive Environment, embedded questions are used in the Global Economic Environment course, ECP 6708.

Social, Ethical, Legal Systems Assessment (GEB 6445, Social, Ethical, Legal Systems embedded assessment) – To assess the graduate assurance of learning goal II, Ethical and Legal Responsibilities, faculty have embedded an ethics essay into the Social, Ethical, Legal Systems course, GEB 6445. Students write an essay demonstrating their understanding of the social, ethical, and legal context of a complex business case or problem. The student identifies all relevant stakeholders, evaluating the issue from multiple social, ethical and legal perspectives. After the analysis is conducted, students develop possible alternative courses of action and recommendations.

Economics Concepts Assessment (ECP 6702, Managerial Economics embedded assessment) – To assess the students economic understandings of analysis and planning as part of the graduate assurance of learning goal III, Strategic Analysis and Planning, embedded questions are used in the Managerial Economics course, ECP 6702.

Managerial Decision Analysis Assessment (QMB 6305, Managerial Decision Analysis embedded assessment) – To assess the graduate assurance of learning goal V, Operational Business Decision-Making, faculty have embedded questions into the Managerial Decision Analysis course, QMB 6305. Students demonstrate understanding of the theory and application of descriptive and inferential statistical methods in the business decision making environment. Students are assessed on their level of competency in interval estimation, hypothesis testing, analysis of variance and multiple regression.

Student Self-Assessment – Graduating MBA students are asked to indicate their self-perceived skill level of learning objectives before and after taking the curriculum in the USF Sarasota-Manatee College of Business MBA program. Beginning in AY1516 assessment data will be gathered from students beginning the MBA program using ACG 6025, MAR 6815, QMB 6305 or MAN 6055. Students completing the MBA program are assessed in GEB 6895.

V. Previous Cycle Analysis of Results and Planned Changes

- I. Global Competitive Environment – The ability to perform an environmental scan through an understanding of the global economic, socio-cultural, political, legal, technological, and competitive environments in which business and non-business organizations seek competitive advantage.**

The mission statement changes for AY2014-15. (IR will reflect the new mission in subsequent documents.)

The chair of the graduate committee, Dr. Chang, will work with the new economics professor to develop assessments in the economics courses. Faculty discussed that Global Economic Environment is not necessarily taught in the macro course. There is a mismatch between the curriculum and the assessment learning outcome. The chair of the graduate committee will work the new economics professor with the intention to incorporate international perspectives into the courses.

A new management faculty member will be hired for fall 2015. The successful candidate will be able to teach international management.

Faculty are pleased the target for Competitive Environment was met.

- II. Ethical and Legal Responsibilities – Understand and incorporate into their decision-making the social, ethical and legal responsibilities of organizations as they pursue economic goals and objectives.**

Faculty are pleased the target was met for Legal and Social Environment.

- III. Strategic Analysis and Planning – The ability to critically analyze an organization from various stakeholder perspectives and to develop strategic plans under conditions of dynamic change and competitive uncertainty.**

The target was met in Marketing Planning and Strategy. Faculty discussed price discrimination. A new management faculty member was hired for 2014-15. Faculty would like to see more detail in the scoring representations, and they discussed target ranges within the reports.

Strategic Integration met target.

IV. Leadership and Collaboration– Effective leadership collaboration skills both in classroom settings and in project/team environments.

Faculty discussed the student self-assessment survey and reviewed the form. The decision was made to update the form to include all student learning outcomes and for the form to be administered at both the start of the student's program and the end. IR is charged with drafting a new survey and creating a process for its administration.

V. Operational Business Decision-Making – The ability to effectively use financial, statistical, quantitative, and qualitative data to analyze business problems for managerial decision making, formulate appropriate operating plans, and devise comprehensive evaluation measures.

The graduate committee discussed the standard targets they are seeking, the tests, and the test questions in Finance, Decision Analysis, Operational Management, and Quality Control. The faculty are interested to see trend data to inform decision making further.

Faculty are pleased that Information Systems met target.

In Critical Thinking, the ETS Major Field test results met target. The embedded assessment in MAN 6601 was not available due to the course not being offered within the academic year.

The ETS Major Field test results met target in the area of Accounting.

VI. Communication – Oral and written communication competencies that support and enhance managerial effectiveness.

The Capstone embedded project in Oral Communication met target. However, the Student Self-Assessment was not administered within the academic year. No Written Communication data is available to report in 2013-14 due to the lack of a Student Self-Assessment and MAN 6601 not being offered during the academic year.

Dean's Comments:

The faculty have done an excellent job of analyzing the assessment data and noting the items to be monitored for improvement/change.

The Graduate committee should continue to develop and refine assessment tools for the Social Legal tool course and the two Economic tool courses taught in the summer.

VI. Graduate Assessment Results

ACADEMIC PROGRAM:	Master of Business Administration (MBA)	CIP Code: 52.0101
ASSURANCE OF LEARNING GOALS:	<p>I. Global Competitive Environment – The ability to perform an environmental scan through an understanding of the global economic, socio-cultural, political, legal, technological, and competitive environments in which business and non-business organizations seek competitive advantage.</p> <p>II. Ethical and Legal Responsibilities – Understand and incorporate into their decision-making the social, ethical and legal responsibilities of organizations as they pursue economic goals and objectives.</p> <p>III. Strategic Analysis and Planning – The ability to critically analyze an organization from various stakeholder perspectives and to develop strategic plans under conditions of dynamic change and competitive uncertainty.</p> <p>IV. Leadership and Management – Effective leadership collaboration skills both in classroom settings and in project/team environments.</p> <p>V. Operational Business Decision Making – The ability to effectively use financial, statistical, quantitative, and qualitative data to analyze business problems for managerial decision making, formulate appropriate operating plans, and devise comprehensive evaluation measures.</p> <p>VI. Communication – Oral and written communication competencies that support and enhance managerial effectiveness.</p>	

Assurance of Learning Objectives	Align to Goal	Means of Assessing	Target	Summary Assessment Results					
Global Multicultural Perspective: Ability to effectively recognize and address the relevant international and multicultural business issues when operating in a global business environment.	I	Globalization Impact Analysis Embedded Assessment MAN 6601	Average score of all student performances is at least (3.0) “Satisfactory.” Scale = (5) Excellent, (4) Good, (3) Satisfactory, (2) Below expectations, and (1) Poor.	Globalization Impact Analysis Embedded Assessment Results					
					N	MIN	MAX	MEAN	SD
				Effectively <u>recognizes</u>	24	3	5	4.4	0.7
				Identifies the social, political, cultural, and economic environment of the country.	12	3	5	4.3	0.8
				Identifies the potential alliances with local firms.	12	3	5	4.5	0.7
				Effectively <u>addresses</u>	24	2	5	4.0	0.8
				Recommendations for the area of opportunity.	12	3	5	4.2	0.8
				Discussion of the ethical, negotiation, leadership, and management challenges associated with recommendations.	12	2	5	3.8	0.8
				<i>Note above results are from the AY12-13 analysis. Course was not offered in AY13-14 or AY14-15.</i>					

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		Global Economic Environment Embedded Examination ECO 6708	Students will average at least 85% correct.	<table border="1" data-bbox="1073 159 1776 537"> <thead> <tr> <th colspan="2" data-bbox="1073 159 1619 256">Economic Concepts: ECP 6708 Embedded Assessment Results – % Correct</th> </tr> <tr> <td colspan="2" data-bbox="1619 256 1776 289" style="text-align: right;">2014-15</td> </tr> <tr> <td colspan="2" data-bbox="1073 289 1619 321" style="text-align: center;">Overall</td> </tr> <tr> <td data-bbox="1073 321 1619 354">National Income & Money and Inflation</td> <td data-bbox="1619 321 1776 354" style="text-align: center;">88%</td> </tr> <tr> <td data-bbox="1073 354 1619 410">Global Economies, Unemployment, & Growth</td> <td data-bbox="1619 354 1776 410" style="text-align: center;">86%</td> </tr> <tr> <td data-bbox="1073 410 1619 475">Short Run Fluctuations, Aggregate Demand, & Inflation & Unemployment</td> <td data-bbox="1619 410 1776 475" style="text-align: center;">91%</td> </tr> <tr> <td data-bbox="1073 475 1619 537">Stabilization, Debt and Deficit, & Financial Systems and Asset Pricing</td> <td data-bbox="1619 475 1776 537" style="text-align: center;">90%</td> </tr> </thead></table>									Economic Concepts: ECP 6708 Embedded Assessment Results – % Correct		2014-15		Overall		National Income & Money and Inflation	88%	Global Economies, Unemployment, & Growth	86%	Short Run Fluctuations, Aggregate Demand, & Inflation & Unemployment	91%	Stabilization, Debt and Deficit, & Financial Systems and Asset Pricing	90%																																																	
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Information Systems: Understand the concepts, structures and process involved in the management of information systems and technologies and the role of information systems in supporting managerial decision-making.	V	Capstone Embedded Project Evaluations <u>Systems Plan and Technology Plan</u> assessment indicators.	Average score of all student performances is at least (3.0) "Satisfactory." Scale = (5) Excellent, (4) Good, (3) Satisfactory, (2) Below expectations, and (1) Poor.	<table border="1"> <thead> <tr> <th colspan="9">Capstone Information Systems</th> </tr> <tr> <th></th> <th>13-14 Mean</th> <th>N</th> <th>Min</th> <th>Max</th> <th>Mean</th> <th>Median</th> <th>SD</th> <th>Margin of Error*</th> </tr> </thead> <tbody> <tr> <td>Systems Plan</td> <td>3.6</td> <td>17</td> <td>2</td> <td>5</td> <td>3.5</td> <td>4.0</td> <td>.78</td> <td>+/- .37</td> </tr> </tbody> </table> <p><i>*95% Confidence Level</i></p>	Capstone Information Systems										13-14 Mean	N	Min	Max	Mean	Median	SD	Margin of Error*	Systems Plan	3.6	17	2	5	3.5	4.0	.78	+/- .37
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Written Communication: Write business documents with clear focus, organization, and mechanical correctness.	VI	Globalization Impact Analysis Embedded Assessment MAN 6601	Average score of all student performances is at least (3.0) "Satisfactory." Scale = (5) Excellent, (4) Good, (3) Satisfactory, (2) Below expectations, and (1) Poor.	<table border="1"> <thead> <tr> <th colspan="7">Written Communication MAN6601</th> </tr> <tr> <th>Globalization Impact</th> <th>N</th> <th>Min</th> <th>Max</th> <th>Mean</th> <th>Median</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p><i>Course offered FA14/SP15 had no enrollment. No assessment for this year.</i></p>	Written Communication MAN6601							Globalization Impact	N	Min	Max	Mean	Median	SD	2014-15	-	-	-	-	-	-
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VI	Student Self-Assessment	Average student self-assessment rating of AFTER is at least (3.0) "Somewhat strong". Scale = (4) Major strength, (3) Somewhat strong, (2) Somewhat weak, and (1) Major weakness.	<table border="1"> <thead> <tr> <th colspan="5">Student Self-Assessment Results Written Communication</th> </tr> <tr> <th>Write business documents</th> <th>N</th> <th>BEFORE</th> <th>AFTER</th> <th>DIFF</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>9</td> <td>3.0</td> <td>4.3</td> <td>+1.3</td> </tr> <tr> <td>2014-15</td> <td>7</td> <td></td> <td>3.6</td> <td></td> </tr> </tbody> </table> <p><i>Data shown is 2012-13 as survey was not administered in 2013-14. 'Before' entering student data collection for MBA program to begin AY1516.</i></p>	Student Self-Assessment Results Written Communication					Write business documents	N	BEFORE	AFTER	DIFF	2012-13	9	3.0	4.3	+1.3	2014-15	7		3.6			
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VII. Analysis of Results and Planned Changes –

- I. Global Competitive Environment – The ability to perform an environmental scan through an understanding of the global economic, socio-cultural, political, legal, technological, and competitive environments in which business and non-business organizations seek competitive advantage.**

MAN 6601 has not been offered since 2012. The faculty will discuss administering the embedded assessment in a different management course in the next academic year.

Faculty are in discussions about changing the twelve 2-credit hour tools courses to eight 3-credit hour tools courses. ECO 6702 and 6708 would be merged if these changes are approved. The assessments for both global and economic foundation objectives will be impacted. Faculty will ensure that both topics are covered and assessed in the new curriculum.

- II. Ethical and Legal Responsibilities – Understand and incorporate into their decision-making the social, ethical and legal responsibilities of organizations as they pursue economic goals and objectives.**

GEB 6445 will no longer be offered at the 2015-16 academic year. The faculty will discuss the using Organizational Behavior & Leadership course to administer the assessment as the objective is emphasized in this course.

- III. Strategic Analysis and Planning – The ability to critically analyze an organization from various stakeholder perspectives and to develop strategic plans under conditions of dynamic change and competitive uncertainty.**

Faculty noted the downward trends in the ETS assessment indicators percentiles. Since the admissions into the MBA program are now less restrictive faculty are interested to see if this trend continues in the future.

Faculty requested that the sample size be included in the reporting of the ETS assessment indicator percentile rankings.

Faculty are in discussions about changing the twelve 2-credit hour tools courses to eight 3-credit hour tools courses. ECO 6702 and 6708 would be merged if these changes are approved. The assessments for both global and economic foundation objectives will be impacted. Faculty will ensure that both topics are covered and assessed in the new curriculum.

IV. Leadership and Collaboration– Effective leadership collaboration skills both in classroom settings and in project/team environments.

Faculty are pleased with results for the leadership objectives. Student met and exceeded target in all areas. No changes are planned.

V. Operational Business Decision-Making – The ability to effectively use financial, statistical, quantitative, and qualitative data to analyze business problems for managerial decision making, formulate appropriate operating plans, and devise comprehensive evaluation measures.

Faculty were concerned by the below target scores in on probability and regression in the quantitative analysis embedded assessment. The review committee will ensure that the instructor of QMB 6305 is aware and will confirm with that faculty member if changes to the curriculum are necessary/possible.

MAN 6601 embedded assessment was reviewed and determined not to align well with the critical thinking objective. Faculty will discuss adding the critical thinking assessment to the capstone course project rubric.

VI. Communication – Oral and written communication competencies that support and enhance managerial effectiveness.

Faculty made a general comment that they felt students were competent in their communication skills. Since many of the students in the program hold professional positions already it is understandable that they would be able to demonstrate these skills.

MAN 6601 will no longer be used to assess communication skills.

Faculty Comments:

When reviewing descriptive statistics faculty in the future will give more weight to the median than mean. Based on the range of scores and the small samples the mean may not be the best representation of how students are performing. The targets should be adjusted to accommodate this change.

Dean's Comments:

The reliance on MAN 6601 for assessment must be changed due to the fact that the course is not offered on a regular basis. It will be best to use courses, such as the core tools courses, that are certain to be offered every year and that most students in the program will take.

As is noted above, the basic level (tools) courses will be changed from twelve 2-credit courses to eight 3-credit courses starting in the fall of 2016. This change is being done to strengthen the program in areas that are critical to student success in the capstone course, for which they must develop a complete business plan and present their plan to a panel of faculty and business experts. Assessment can continue in some courses through December 2016, after which time the 2-credit courses will be phased out.

Given that critical thinking will be the focus of USFSM's QEP, I suggest that the faculty find more ways to assess critical thinking through the courses offered in addition to the ETS Major Field test.