University of Florida Graduate Student Learning Outcomes

Graduates of the Warrington College of Business Administration MBA program at the University of Florida will demonstrate or achieve:

Knowledge:
Demonstrate competency across business disciplines, specifically apply the essential elements of core business principles to analyze and evaluate problems and to construct and implement solutions in the business environment.

Skills:
Demonstrate critical thinking, specifically 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.

Professional Behavior:
Demonstrate teamwork and leadership skills, specifically function in a variety of work groups using appropriate leadership skills and styles and collaborate with a variety of other people using elements of effective team dynamics to effectively and appropriately structure team work.

Possess effective communication skills, specifically write business documents clearly, concisely, and analytically and speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.
### University of Florida Graduate Programs

**Student Learning Outcomes Assessment 2009-2014 (AACSB Maintenance of Accreditation 5 Year Cycle)**

**Academic Unit:** Warrington College of Business Administration  
**Degree Program:** Internet MBA  
**Delivery Method (on-campus, distance):** distance

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<th>Results (Data Summary and Interpretation)</th>
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- Demonstrate competency across business disciplines, specifically apply the essential elements of core business principles to analyze and evaluate problems and to construct and implement solutions in the business environment.

  During their final term, IMBA 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 type problem solving exercises. 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 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.

*Metrics*

A scoring rubric will be used to specifically assess knowledge. Students will be evaluated on their ability to apply the five forces model to an industry and evaluate what the model indicates about the nature of competition in the industry.

The rubric and course syllabus are attached.

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**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. Student writing is analyzed using a faculty developed rubric.
**Speaking Assignment**

There are several courses within the IMBA program that require students to present. The entrepreneurship course presentation assignment will be used to assess student competence and ability to speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids. The instructor requires students to present their business plan that they have worked on throughout the semester. The presentation is 10 minutes of presentation with 5 minutes of question and answer. Students present to guest evaluators brought in that include venture capitalists, investors or other local business leaders. The evaluators will score the presentations on clarity, concise presentation, and analysis of the topic.

**Use of Results for Improving Student Learning**

*Examples: curriculum modifications, development and/or modification of workshops, training etc.*