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Kate Tiedemann College of Business: College  
Curricula and Assessment Committee:  
Graduate

Kate Tiedemann College of Business (KTCOB)

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2-27-2009

## Graduate Curricula and Assessment Committee Meeting : 2009 : 02 : 27

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### Scholar Commons Citation

University of South Florida St. Petersburg. College of Business. Graduate Curricula and Assessment  
Committee., "Graduate Curricula and Assessment Committee Meeting : 2009 : 02 : 27" (2009). *Kate  
Tiedemann College of Business: College Curricula and Assessment Committee: Graduate*. 13.  
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**GRADUATE CURRICULA AND ASSESSMENT COMMITTEE [GCAC]  
COLLEGE OF BUSINESS ADMINISTRATION  
UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG**

**Minutes of Meeting on February 27, 2009**

**Attending:** James Fellows, Chair  
Phil Trocchia  
Bill Jackson  
Wei Guan  
Ryan Langan, MBA Director, ex officio  
Alison Watkins, in absentia

The Chair called the meeting to order at 1pm. The first order of business was to approve the Fall 2008 Outcomes Assessment Report [See attached]. After minor edits suggested by Dr. Trocchia, the report was approved by the GCAC. The chair stated that he will send the report to the entire college faculty for their comment and review.

The next order of business was to discuss the ETS exams given in the Business Enterprise class. This was discussed by Bill Jackson. The exam was used as a learning goal for this course. See the Outcomes Assessment Report [attached], which discusses the results of the test. The ETS exam will be administered in the Spring 2009 semester as well, in the Business Enterprise course. Beginning in Fall 2009 it will be administered in the 21<sup>st</sup> Century Strategy course.

The next order of business was to discuss the MBA survey, recently completed. The survey is a primary means by which the college can gauge whether students are pleased with the program, and if they think that the program is meeting their expectations. 18 students responded to the survey. These were graduates of the program in Spring 2008 and Fall 2008. For the most part the survey results showed satisfaction with the program, but some students felt they were not challenged enough, and that there was quantitative aspects of the program that were lacking. The quantitative aspect of the program will be increased with the new additions of Managerial Analysis and Financial Analysis to the program, beginning in Fall 2009.

The last order of business was to assign learning goals for the 2009-2010 academic year. After much discussion and debate, the learning goals, with concomitant learning objectives, were agree upon. See Attachment 2 of these minutes.

## Attachment 1

### USF ST. PETERSBURG COLLEGE OF BUSINESS GRADUATE CURRICULA AND ASSESSMENT COMMITTEE [GCAC] FALL 2008 OUTCOMES ASSESSMENT REPORT

The USFSP College of Business MBA program has six core courses in which learning goals and objectives established for the program are measured. Four of those courses offered during the Fall 2008 semester measured specific learning goals for the program. They were:

- 1) Organizational Strategies for the 21<sup>st</sup> Century
- 2) Business Enterprise
- 3) Regulation and Reporting
- 4) Dynamics of Individuals and Technology in Organizations

The learning goals and concomitant objectives for the program are attached at the end of this report. The GCAC decided to assign just one learning goal to each course for Fall 2008. There were three specific learning goals measured during Fall 2008. The assigned learning goals for each course were as follows:

1. Organizational Strategies for the 21<sup>st</sup> Century: Learning Goal F

***Our graduates will develop the capacity to design solutions in new and unfamiliar circumstances through an integration of the knowledge of relevant academic disciplines.***

2. Business Enterprise: Learning Goal F

***Our graduates will develop the capacity to design solutions in new and unfamiliar circumstances through an integration of the knowledge of relevant academic disciplines.***

3. Regulation and Reporting: Learning Goal D

***Our graduates will be able to analyze and evaluate complex issues on the political, economic, legal and regulatory context of business.***

4. Dynamics of Individuals in Technology: Learning Goal E

***Our graduates will be able to effectively communicate ideas and proposed solutions to complex issues in both an oral and written context.***

The next part of the report summarizes the assessment findings for each of the courses. The GCAC has adopted a minimum performance threshold for each learning goal, which requires at least 85% of the students in the class to satisfy the standards of each learning goal in order for that learning goal to be successfully met. Some instructors require a higher percentage.

There was one exception to the 85% rule, which occurred in the Business Enterprise course. It was decided to administer the ETS graduate level exam in that class in lieu of a specifically designed measurement instrument for Learning Goal F. A unique threshold measure was developed by the instructor, with approval by the Chair of the GCAC, for this course. [See the following report on the results of the ETS exam in the Business Enterprise analysis].

## **GEB 6930: ORGANIZATIONAL STRATEGIES FOR THE 21<sup>ST</sup> CENTURY**

**Instructor: Dan Marlin**

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### **Learning Goal F:**

*Our graduates will develop the capacity to design solutions in new and unfamiliar circumstances through an integration of the knowledge of relevant academic disciplines.*

### Learning Objective for Learning Goal F:

*Students will evaluate strategic planning alternatives for a particular company and propose a course of action.*

### Measurement Criteria:

As part of the final exam for the course each student was assigned a “take-home” case study that required each student to determine a course of action for an organizational leader, selected from various strategic alternatives developed by the student. The case was *Robin Hood*, created by Joseph Lampel of New York University, copyright 1991. The case constituted 10% of the student’s final exam grade.

In measuring student performance a rubric was used to evaluate each student’s ability to identify the dilemma facing Robin Hood and to propose a thoughtful course of action.

### Performance Threshold:

Each student could receive a maximum score of 5 for each of the two components of the rubric: (1) identifying the dilemma; and (2) analyzing alternatives and proposing a course of action. Scores of 1 and 2 are considered Unacceptable; a score of 3 is considered Acceptable; and scores of 4 and 5 are considered Exemplary. The total for both sections of the rubric were combined for each student to give a total score for the student. The maximum score is 10 for each student.

In view of the fact that strategic management is a critical component of the graduate program, it is normal to expect that at least 90% of the students [32 out of 35] should receive a total score that is either Acceptable or Exemplary. This would constitute a minimum of 6 points out of a maximum total of 10 from the rubric.

Results: 35 students were evaluated. 15 students received Exemplary scores [8 to 10], while another 17 received Acceptable scores [6 or 7]. Three students received combined scores of 2, 2, and 4 respectively, which is a rating of Unacceptable. Based on these results, the learning objective was met, because a total of 32 students out of 35 [91.4%] achieved scores of either Acceptable or Exemplary. It is also worthy to note that almost half the students scored in the Exemplary category.

Continuous Improvement: The learning objective was just met, and had one more student been deemed Unsatisfactory the objective would not have been met. The three students who were evaluated as Unacceptable may have not been motivated to do well, as the case study was only 10% of their final exam, and they may have determined that their performance on the case had no bearing on their final grade. Consideration will be given by the instructor to providing more incentives to do well on the case study in the Spring 2009 semester.

## **GEB 6930: BUSINESS ENTERPRISE**

**Instructor: William Jackson**

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### **Learning Goal F:**

*Our graduates will develop the capacity to design solutions in new and unfamiliar circumstances through an integration of the knowledge of relevant academic disciplines.*

Rather than designing a specific measurement tool for this class, as was done in Organizational Strategies for the 21<sup>st</sup> Century, the College of Business used this course to administer the graduate ETS exam. This was the first time it was administered in our MBA program, thus offering a benchmark for future ETS exams. Because the ETS exam is a multi-disciplinary exam, as a measurement tool it fits well within the assigned learning goal for this course. The exam also offers a standard against which our students can be judged against other MBA programs at other institutions. Because Business Enterprise is a multi-disciplinary course and most of the students in the class are in the latter half of the program, the course is a good venue for the ETS exam.

Measurement Criteria: The specifically designed exam for graduate students is the Major Field Test (MFT), administered by the Educational Testing Service. The purpose of the MFT exam is to gauge the overall learning of students in an MBA program. This is accomplished not only by evaluating specific functional knowledge but also the integration of knowledge within the business disciplines. The task of test design and validation, scoring, and benchmarking are all accomplished by ETS. For this testing cycle, 199 MBA programs were included in the comparison data with a total of 15,954 students taking the exam. Data provided by the ETS provides information allowing the measurement of each student against a nationwide percentile ranking.

Performance Criteria: Because this represented the initial use of the ETS exam as an instrument for assurance of learning, established thresholds were difficult to establish. Thresholds were set at the following levels by the instructor. The performance criteria were as follows:

- 1) 50% of the MBA students taking the exam will score in the top two quartiles; and
- 2) 30% of the MBA students taking the exam will score in the top quartile.

The “quartiles” here are based on a nationwide comparison. For example, a student scoring above 75<sup>th</sup> percentile, e.g., 90%, is in the top quartile [The student scoring 90% performed higher than 90% of students nationwide]. A student scoring between the 50<sup>th</sup> and 75<sup>th</sup> percentiles, e.g., 60%, is in the second level of the top two quartiles. A score in the 50<sup>th</sup> percentile or less puts the students in one of the bottom two quartiles. For example, a student scoring 20% on the exam performed better than only 20% of students nationwide, while performing lower than 80% of the students nationwide. This student is in the bottom quartile.

36 students took the MFT exam, of which 26 met the recently passed MBA program criteria of 18 semester hours to enroll in the new capstone course in the MBA program, Organizational Strategies for the 21<sup>st</sup> Century. There were 10 students in Business Enterprise who had not yet taken 18 semester hours in the program.

## **BUSINESS ENTERPRISE: Learning Goal F: ETS Exam**

### Results: Performance as a Group

As a group of 36 students, the USFSP students scored at the 40<sup>th</sup> percentile compared to students on a national basis. When viewing the performance of the 26 students with 18 or more hours in the program, these students only scored at the 45<sup>th</sup> percentile as a group. This put the class as a whole in the third quartile.

Even though it was not part of our assessment activities, results from ETS also included information regarding individual discipline performance. In our case, the students scored at the 40<sup>th</sup> percentile in Marketing, Management and Managerial Accounting, at the 35<sup>th</sup> percentile in Strategic Integration and at the 50<sup>th</sup> percentile in Finance.

### Results: Performance as Individual Students

**Measurement Criteria (1): At least 50% of the students (18 out of 36) will score in the top two quartiles.** 17 of the 36 students scored in the top two quartiles when compared with nationwide results. This is 47% of the students, only slightly below the minimum 50% of the students (18) that would have met the criteria.

When looking at the 26 students with 18 or more hours, however, 14 out of 26 (53.8%) scored in the top two quartiles, which met the established 50% threshold.

**Measurement Criteria (2): 30% of the MBA students taking the exam will score in the top quartile.** 10 of the 36 students (27.7%) scored in the top quartile on a nationwide basis. When just looking at the 26 students with 18 hours or more in the program, only 7 of 26 (26.9%) scored in the top quartile. Based on the established minimum threshold of 30% the learning goal was not reached.

Based on the established criteria the learning goal was not met.

### **Continuous Improvement:**

There were several issues involved in the administration of the MFT for this semester. First, because of the late decision to use this instrument, students were not advised early in the semester that this exam would be required. Second, because the results were not to be received prior to the semester being completed, no incentive for doing well (and likewise no penalty for poor effort) could be established. In addition, students both early and late in their program were allowed to take the exam.

For the Spring 2009 semester, students were advised in their syllabus that this exam would be administered and that a reward would be provided for students scoring in the top quartile.

In addition, even though it is not a part of our assurance of learning established goals, the GCAC should initiate an analysis of the performance on the functional disciplines to determine if continuous improvement is occurring across the disciplines.

## **GEB 6930: REGULATION AND REPORTING**

**Instructor: John Jewell**

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### **Learning Goal D:**

*Our graduates will be able to analyze and evaluate complex issues on the political, economic, legal and regulatory context of business.*

#### Learning Objectives for Learning Goal D:

1. Students will evaluate the impact of the legal environment on a particular company or sector of the economy.
2. Students will analyze how the political and social environment in the relevant market affects decisions made by a particular company.

There were 31 students in the class and all 31 students were measured.

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Learning Objective 1: *Students will evaluate the impact of the legal environment on a particular company or sector of the economy.*

Measurement Criteria: Each student was assessed through written essay questions on exams as well as by the instructor's assessment of each individual's class participation. Students were assessed on their ability to identify and analyze key issues in agency relationships, buy-sell agreements, and other situations. For example, a branch manager for a corporation is engaged in a series of acts with third parties. Each action with a third party invoked various legal issues. Each student was required to discuss, both on exams, and in oral discussions, solutions to these legal dilemmas, often by choosing the best course of action from a variety of alternatives.

Performance Criteria: Students are rated as UNSATISFACTORY, SATISFACTORY, OR EXEMPLARY for their performance. 100% of the students should achieve a minimum rating of SATISFACTORY for this learning objective.

Results: All 31 students responded, both in a written and oral context, with sufficient depth and breadth to these questions pertaining to these objectives. 10 students were rated Exemplary and the remaining 21 students were rated Satisfactory in their performance. Based on these results the learning goal was met.

Continuous Improvement: The instructor will continue the development of text supplements for the students to provide a "common research base" for students to follow during class and in their independent studies. The improvement will provide a common body of knowledge for all students and should help improve their ratings on the assessment tests. The text compilation has been completed and adopted for the Spring Semester 2009.

**GEB 6930: REGULATION AND REPORTING [continued]**

**Instructor: John Jewell**

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**Learning Goal D:**

*Our graduates will be able to analyze and evaluate complex issues on the political, economic, legal and regulatory context of business.*

Learning Objective 2. *Students will analyze how the political and social environment in the relevant market affects decisions made by a particular company.*

Measurement Criteria: Each student was assessed by means of exam questions, a term paper and individual class discussion. Among the topical areas tested were (a) Florida employers' gun control issues versus 2<sup>nd</sup> amendment right of citizens under the U.S. Constitution; (b) employer responsibilities in the subprime mortgage crisis; (c) fraudulent appraisal practices in the mortgage industry; (d) the future of mortgage industry regulation.

Performance Criteria: Students are rated as UNSATISFACTORY, SATISFACTORY, OR EXEMPLARY for their performance. 100% of the students should achieve a minimum rating of SATISFACTORY for this learning objective.

Results: All 31 students responded, in exams, term papers, and class discussions in at least a satisfactory manner. 4 students were rated Exemplary and the remaining 27 students were rated Satisfactory in their performance. Based on these results the learning goal was met.

Continuous Improvement: The instructor will continue the development of text supplements for the students to provide a "common research base" for students to follow during class and in their independent studies. The improvement will provide a common body of knowledge for all students and should help improve their ratings on the assessment tests. The text compilation has been completed and adopted for the Spring Semester 2009.

In addition the instructor plans to consider local issues in the Tampa Bay area to a greater degree. This will generate more interest on the student's part and improve their performance on the assessments. The goal will be to increase the percentage of students who score Exemplary on the assessments. Using more local issues in the course will also support an underlying community outreach objective of the MBA program.

**GEB 6930: DYNAMICS OF INDIVIDUALS IN TECHNOLOGY AND ORGANIZATIONS**

**Instructor: Mary Jo Jackson**

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**Learning Goal E:**

*Our graduates will be able to effectively communicate ideas and proposed solutions to complex issues in both an oral and written context.*

Learning Objectives for Learning Goal E:

1. Students will successfully present oral arguments that propose a solution to a specific problem that relates to a company's business strategy.
2. Students will successfully complete a written solution to a complex issue.

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Learning Objective 1: This objective was not assessed in this course. It will be assessed in the Summer 2009 offering of this course.

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Learning Objective 2: *Students will successfully complete a written solution to a complex issue.*

Measurement Criteria: A seven-element rubric was used to evaluate a sample of students in the class, measuring their ability to prepare a written analysis of a complex question. The student sample was 25% of the total class, or 9 students out of a total of 36. Two faculty members independently rated each student sampled, and the scores from each faculty members were averaged for to determine a student's score for each element of the rubric. The ratings for each student ranged from a score of 1 (Unacceptable), 2-4 (Acceptable), and 5 (Outstanding).

Performance Criteria: A minimum of 85% of the students sampled should receive an overall rating of Acceptable or Higher on each of the seven assessment elements of the rubric. This would mean that 8 of the 9 students sampled should receive Acceptable or Higher when each element was considered.

Results: U = Unacceptable; A = Acceptable; O = Outstanding

Element 1: Identifies and summarizes the problem and issue:  
U = 1: A = 8: O = 0

Element 2: Recognizes and supports position:  
U = 1: A = 8: O = 0

Element 3: Provides other salient perspectives:  
U = 0: A = 9: O = 0

Element 4: Quality of evidence:  
U = 0: A = 9: O = 0

Element 5: Conclusions, implications, and consequences:  
U = 1: A = 8: O = 0

### **Learning Goal E: Continued**

Element 6: Grammar and punctuation:  
U = 1: A = 8: O = 0

Element 7: Clarity and readability:  
U = 0: A = 9: O = 0

Conclusions: Students performed within expectations on this learning objective. However, concern was raised that none of the students were rated as Outstanding in any element of the rubric.

Continuous Improvement: A larger sample will be used for assessment of this learning goal in the Summer 2009 semester, when Objective 1 of this learning goal will be measured.

**LEARNING GOALS AND OBJECTIVES FOR MBA PROGRAM**  
**Effective for Academic Year 2008-9**

**Upon graduation from the USFSP MBA program the following goals should be met by our graduates.**

- A.** Our graduates will be able to analyze and evaluate complex issues on the global environment of business.
- B.** Our graduates will be able to evaluate community responsibilities in organizations and society, and to propose innovative solutions to complex ethical issues faced by organizations.
- C.** Our graduates will be able to design and propose policies for the creation of value through the integrated production and distribution of goods and services.
- D.** Our graduates will be able to analyze and evaluate complex issues on the political, economic, legal and regulatory context of business.
- E.** Our graduates will be able to effectively communicate ideas and proposed solutions to complex issues in both an oral and written context.
- F.** Our graduates will develop the capacity to design solutions in new and unfamiliar circumstances through an integration of the knowledge of relevant academic disciplines.

**The learning goals for each course for AY 2008-9 are as follows:**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
BUSINESS ENTERPRISE			X			X
REG & REPORTING				X	X	
21 <sup>ST</sup> CEN STRATEGY		X				X
GLOBAL ECON	X		X			
DYNAMIC IT					X	
COMMUNITY PARTNERS		X		X		

## LEARNING OBJECTIVES FOR EACH LEARNING GOAL

### **A. Our graduates will be able to analyze and evaluate complex issues on the global environment of business.**

1. Students will evaluate the market potential for a product or service in a foreign market and develop strategies for its distribution.
2. Students will evaluate and analyze the business environment of various countries.

### **B. Our graduates will be able to evaluate community responsibilities in organizations and society, and to propose innovative solutions to complex ethical issues faced by organizations.**

1. Students will be able to identify and assess a company's efforts toward social responsibility.
2. Students will analyze a complex ethical issue faced by a particular company and present alternative and practical solutions to this issue.

### **C. Our graduates will be able to design and propose policies for the creation of value through the integrated production and distribution of goods and services.**

- Students will successfully develop a strategy for the production and distribution of a new product or service in either a local market or an international market.

### **D. Our graduates will be able to analyze and evaluate complex issues on the political, economic, legal and regulatory context of business.**

1. Students will evaluate the impact of the legal environment on a particular company or sector of the economy.
2. Students will analyze how the political and social environment in the relevant market affects decisions made by a particular company.

**E. Our graduates will be able to effectively communicate ideas and proposed solutions to complex issues in both an oral and written context.**

1. Students will successfully present oral arguments that propose a solution to a specific problem that relates to a company's business strategy.
2. Students will successfully complete a written solution to a complex issue.

**F. Our graduates will develop the capacity to design solutions in new and unfamiliar circumstances through an integration of the knowledge of relevant academic disciplines.**

- Students will evaluate strategic planning alternatives for a particular company and propose a course of action.

**Attachment 2**

**LEARNING GOALS AND OBJECTIVES FOR MBA PROGRAM  
Effective for Academic Year 2009-10**

**Upon graduation from the USFSP MBA program the following goals should be met by our graduates.**

- A.** Our graduates will be able to interpret and analyze statistical data relating to an organization's activities.
- B.** Our graduates will be able to evaluate community responsibilities in organizations and society, and to propose innovative solutions to complex ethical issues faced by organizations.
- C.** Our graduates will be able to design and propose strategies for the creation of value through the integrated production and distribution of goods and services.
- D.** Our graduates will be able to analyze and evaluate complex issues on the political, economic, legal and regulatory context of business.
- E.** Our graduates will be able to effectively communicate ideas and proposed solutions to complex issues in both an oral and written context.
- F.** Our graduates will develop the capacity to design solutions in new and unfamiliar circumstances through an integration of the knowledge of relevant academic disciplines.
- G.** Our graduates will be able to analyze and interpret financial data and propose solutions to capital budgeting issues for an organization.

**The learning goals for each course for AY 2009-10 are as follows:**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
BUSINESS ENTERPRISE			X				
REG & REPORTING				X			
21 <sup>ST</sup> CEN STRATEGY						X	
MANAGERIAL ANAL	X						
FINANCIAL ANAL							X
LEADERSHIP & CORP ACCOUNTABILITY		X			X		

## LEARNING OBJECTIVES FOR EACH LEARNING GOAL

**A. Our graduates will be able to interpret and analyze statistical data relating to an organization's activities.**

- Students will evaluate and interpret a regression equation or other statistical models pertaining to a company's demand or cost structure.

**B. Our graduates will be able to evaluate community responsibilities in organizations and society, and to propose innovative solutions to complex ethical issues faced by organizations.**

1. Students will be able to identify and assess a company's efforts toward social responsibility.
2. Students will analyze a complex ethical issue faced by a particular company and present alternative and practical solutions to this issue.

**C. Our graduates will be able to design and propose policies for the creation of value through the integrated production and distribution of goods and services.**

- Students will successfully develop a strategy for the production and distribution of a new product or service in either a local market or an international market.

**D. Our graduates will be able to analyze and evaluate complex issues on the political, economic, legal and regulatory context of business.**

1. Students will evaluate the impact of the legal environment on a particular company or sector of the economy.
2. Students will analyze how the political and social environment in the relevant market affects decisions made by a particular company.

**E. Our graduates will be able to effectively communicate ideas and proposed solutions to complex issues in both an oral and written context.**

1. Students will successfully present oral arguments that propose a solution to a specific problem that relates to a company's business strategy.
2. Students will successfully complete a written solution to a complex issue.

**F. Our graduates will develop the capacity to design solutions in new and unfamiliar circumstances through an integration of the knowledge of relevant academic disciplines.**

- Students will evaluate strategic planning alternatives for a particular company and propose a course of action.

**G. Our graduates will be able to analyze and interpret financial data and propose solutions to capital budgeting issues for an organization.**

1. Students will interpret financial ratios and other data of a company to determine its financial condition.
2. Students will propose a solution from alternative courses of action relating to a capital budgeting decision, using the time value of money as an integral part of the analysis.