

Raj Soin College of Business Program Review

Name of Program: ***International Business Major, B.S. in Business Program***

Name and contact information for person completing the review:

Richard Williams
Associate Dean for Academic Programs
109 Rike Hall
775-3243
richard.williams@wright.edu

with input from:

Dr. Riad Ajami riad.ajam@wright.edu, Chair, Department of Management and
International Business
Monica Snow monica.snow@wright.edu

Indicate whether the program is

on campus

online

both

I. Program Mission

A. Program mission statement (should identify constituency served)

The mission of the program is threefold:

- a. *Prepare individuals to understand and perform the basic functions of international business.*
- b. *Prepare individuals to understand the interdependencies among culture, politics, language and societal values as they affect international business and the global economy.*
- c. *Prepare individuals for entry-level positions in international business or in a graduate school program.*

B. Consistency with university mission

The Wright State University *Mission Statement* includes a sentence that reads, in part, "*Wright State will provide: ... cultural enhancement, and international understanding ...*", a phrase that clearly indicates that the variety of educational experiences provided by Wright State should include an international component. Two quotations from President Hopkins inaugural address support the relevance of the International Business program to the university mission: "*We understand that for our graduates to compete in a Global Knowledge Economy fueled by Innovation/Entrepreneurship that we must provide a 21st century education that inspires creativity and innovative thinking.*" Also: "*WSU is uniquely positioned to be that model university for Ohio, to do we must continue to: ...Be globally engaged: just as our cultures and societies are increasingly intertwined, so too*

are the economies of the world. We must help our students with the Global Knowledge necessary to understand, become increasingly aware of issues of development around the world so they can be internationally competitive."

C. Consistency with college mission

The program's mission statement is consistent with the college mission which includes the sentence *"Our mission is to prepare students to be successful and ethical leaders capable of making valued contributions within the global marketplace;"* The globalization of competitive forces is now a well accepted fact for most businesses. The need for business majors to understand international factors, including cultural differences, which influence the decision-making process, has been recognized by including international business courses for all business majors in the core curriculum. The International Business major goes beyond the core business curriculum by requiring students to complete a series of international courses in each of the business disciplines and by requiring a foreign language proficiency at the two-year 300-level and cultural courses to better prepare its students to be effective managers in an international context.

D. Consistency of goals, learning objectives with program mission

The learning objectives of the IB program are consistent with the program mission as indicated by the following learning objectives:

1. Provide expertise in the international trade operations of international businesses;
2. Provide understanding of the interdependencies among business, culture and language competencies for global economic effectiveness;
3. Develop decision making skills in planning, organizing, leading and controlling resources in international business;
4. Develop sustained and structured awareness of the international dimension of all business functions.

E. Extent to which program prepares students to "live and work in a global, diverse, and technological society"

As the learning objectives described above make clear, the International Business major is focused on educating its students to be successful business leaders in a *"global, diverse and technological society."* The International Business major, more than most majors in the university, emphasizes academic preparations to "live and work in a global, diverse and technological society". Students in the IB program complete the General Education package of courses *which requires coursework in a non-western culture. In addition, they also complete the business core curriculum which includes technology focused courses.* In the major, IB students complete a foreign language and global culture courses as well as studying international business disciplines including – accounting, finance, management, marketing, supply chain management, economics and international trade policy and management. Perhaps no other major in the university is better calibrated to prepare students of "live and work in a global, diverse and technological society."

F. Extent to which program, through its curriculum and co-curriculum, fosters civic engagement and social responsibility

All students in the International Business program are required to complete an internship with a business firm in the region or abroad, a requirement that engages students with the business community. Several programs *supported by* the Center for International Education also bring international students to the university. Many of these students choose to study business and, in particular, international business as part of their experience. In 2007, for example, 14 French students from Ecole Atlantique enrolled in business courses with WSU students, thereby exposing both groups to new perspectives. Scholarship funding for study abroad opportunities is sorely lacking at both the program and University level. Raising scholarship funds needs to be a key priority in order to increase the number of students and IB majors who can participate in study abroad and service learning programs outside the United States.

The International Business Club regularly brings speakers from the Dayton and *southwest* Ohio communities to campus to speak on international business subjects. The IB Club also organizes at least two site visits each academic year to international companies in the Dayton, Cincinnati and Columbus region.

Future plans to enhance students' learning experience in civic engagement and social responsibility might include developing micro-credit and fair trade importing projects for IB majors to complete as an IB Club project or as a special topics course which would satisfy one of the required electives for the IB major.

G. Extent to which program fosters life-long learning

The IB program fosters life-long learning by providing students with the opportunity to acquire academic skills that will permit them to become business leaders with a special focus on helping businesses understand the factors to be considered in making business decisions in an environment of global competition.

All IB majors and international trade minors are encouraged to join the Miami Valley International Trade Association (MVITA) and are required to attend at least one international business seminar or networking event as part of a detailed career development plan which the students complete in IB 486. To encourage life-long learning, the program director (who also serves on the MVITA board of trustees) has established a standard student rate for all MVITA events and a jointly discounted membership for students who join both the International Business Club and MVITA. IB majors and IB Club members receive regular email alerts announcing international business, trade, marketing and finance seminars throughout southwest Ohio and the region.

H. Interrelationship with general education

International Business majors complete the General Education requirement and then build on the lessons of cultural awareness, diversity and global integration (among others) learned in the GE program by continuing to study the world from the perspective of understanding how business decision-making is influenced by globalization. General Education serves to establish a base of skills and understanding for student to use as they complete the business core and International Business major curriculum.

I. Interrelationship with other WSU programs

The International Business major is uniquely interrelated to the other business disciplines since most of the IB curriculum is taught by discipline experts from other departments (e.g. International Finance, International Marketing, International Management, Economics, International Accounting, etc). The requirement that students complete a foreign language and culture sequence also ties the program to the College of Liberal Arts with students choosing cultural electives from politics, history, regional studies, cross-cultural communication and doing business in a foreign language.

J. Community engagement

Students majoring in International Business are required to complete an internship with a business in the region or abroad that utilizes the international business skills acquired by the students in their major courses. Given the nature of the IB program, students are strongly encouraged to participate in the global community by taking advantage of the Study Abroad opportunities offered by the university and/or to participate in one of the business or foreign language exchange programs that the university has established with universities in France, Germany, Sweden, Chile, Vietnam, China or one of the over 40 other exchange and University Study Aboard Consortium partners around the world.

As stated earlier, a lack of student scholarships to study or complete internships abroad is a major barrier for international business majors to engage with the global business community.

II. **Program Description**

- A. Brief history of program, emphasizing past seven years (e.g., changes in administration, change in program direction, new degrees, minors, or certificates, de- or re-activation of program), including recommendations of any previous internal and/or external program reviews.

International Business is the newest major in the Raj Soin College of Business. The program was approved by UCAPC and subsequently by the Faculty Senate in Spring 1998 with implementation of the program beginning in Fall 1998. Subsequently, in Winter 2002, UCAPC and the Faculty Senate approved an International Business Minor for non-business majors and an International Trade Minor for business majors. The program was initially housed in the Dean's Office with a staff member appointed as part-time program director. In Fall of 2007 the administration of the program was moved to the Department of Management whose name has been changed to the Department of Management and International Business to reflect the new administrative structure. The Management department chair will work with the program director to administer the program under the umbrella of the newly created Center for Global Business Education and Research.

- B. Number of students served – Since the major does not have any full-time faculty assigned to the program, the numbers shown below represent all the students enrolled in undergraduate courses with “International” or “Global” in the title. One of these courses, EC 310 – The Global Economy, is required of all business students not just IB majors. International courses in the business disciplines (e.g. Finance,

Marketing, Accounting, etc) are required of IB majors but are also taken by majors in those disciplines. The only two courses taken by IB majors exclusively are IB 486 – International Trade Management capstone course which typically enrolls about 20-25 students per year and the IB 481 – International Trade Internship which enrolls about three to six students per quarter.

International Business Major Students Served					
Course/Year	Fall	Winter	Spring	Summer	Total
2003	220	284	245	75	824
2004	282	314	298	169	1063
2005	254	272	292	209	1027
2006	272	271	250	135	928
2007	252	307	n.a.	n.a.	n.a.

- C. Number of majors – Includes both pre-IB (646) and IB (146) codes.
- D. Number of minors

Number of International Business Majors and Minors 2001-2007		
	Majors	Minors
2001	61	0
2002	54	12
2003	69	18
2004	67	9
2005	74	14
2006	60	12
2007	71	12

- E. Number enrolled in certificate program (if applicable) – Not Applicable
- F. Number of faculty – There are no full-time faculty assigned to the program. The only two courses in the major with International Business prefixes are IB 481 – *International Trade Internship* and the capstone course, IB 486 – *International Trade Management*. The individual internships are supervised by the program director. The capstone course is taught by an adjunct that has also typically been the program director. All of the other courses in the program are taught by faculty in other departments (i.e. International Marketing is taught by a faculty member in the Department of Marketing).
- G. Student/faculty ratio, average class size – Not applicable except for the IB 486 course which typically has enrollment of 20-25. Courses taught for the program by other departments are mostly 400-level (senior) courses which have section limits of 40 students. The business core international course – EC 310 – taken by all

business students has a section limit of 50 students. Due to the popularity of international courses, the international courses are usually enrolled to the class limit.

- H. Balance in rank of program faculty – The Chair of the Department of Management and International Business has full professor rank and is also the Executive Director of the Center for Global Business Education and Research.
- I. Number of staff – The director of the program is also the director of Marketing and Business Relations for the College. About 25% of the director's time is spent on the International Business program.
- J. Diversity (gender, race, ethnicity) of majors, faculty, and staff

Diversity of International Business Majors 2001-2007														
	2001		2002		2003		2004		2005		2006		2007	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Asian	0	6	1	5	1	2	1	2	0	1	0	0	0	0
African Am	3	8	1	6	2	3	5	7	7	12	4	8	2	3
Native Am	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	1	1	0	1	0	1	1	1	1	1	0	1	2
Foreign	1	0	2	1	3	2	2	0	5	1	2	2	2	2
Caucasian	19	21	14	21	23	31	17	21	16	26	11	26	22	31
Unknown	0	1	1	1	1	0	0	0	2	2	3	3	2	4
Total	23	38	20	34	31	38	26	41	31	43	21	39	29	42

- K. Budget – The IB program does not have a separate budget. The director's salary is part of the Dean's Office Budget as are operating expenses (i.e. telephone, duplicating etc.). Adjunct faculty for the program (i.e. IB 201 International Business for non-business majors and IB 486 International Trade Management) are funded from the Department of Management and International Business. Currently, the IB program does not have a separate budget code for reporting purposes.
- L. Facilities and equipment/instrumentation – The program uses the same facilities and equipment used by the other departments in the Raj Sooin College of Business. Faculty members teaching in the program are provided with a private office equipped with a phone, a PC computer, laser printer and internet access through the campus network. There is no special equipment or facilities required for the program that are different from those used by the rest of the College. Classrooms in Rike Hall, the home of the Raj Sooin College of Business were renovated during Spring and Summer 2007. The result is a modern well equipped set of classrooms. All classrooms in Rike are equipped for electronic presentations including an overhead projector, a stereo audio system, a computer with write-on the screen capability, and a VCR for playback of audio and video tapes.
- M. Technology and information resources and services – The College employs a full-time staff member as the on-site Technology Coordinator who provides hardware

and software support to faculty and staff. The Center for Teaching and Learning staff provide hardware and software support for the electronic classrooms. CTL also provides assistance and training to faculty members in preparing online courses and multimedia classroom presentations. The International Business program does not use any special technology or information resources that are not available to all business students. Rike Hall houses a CATS-maintained open computer lab equipped with 25 workstations, all of which have internet access, access to the campus mainframe, FTP software, Novell network access, and access to Office Suite and other productivity software. There is also an open area on the second floor equipped with eight PCs for general student use. Rike Hall is completely outfitted with wireless access points which provide network connectivity to students, faculty and staff anywhere in the building.

The Paul Lawrence Dunbar Library budget has a strong collection of print, multi-media and database resources to support the international business curriculum. Sources for international trade, economics, management, marketing and market assessment and doing business in an international cultural context have been added over the past several years. Recently key sources such as *Euromonitor* market research reports and *Globus – Stat USA* have been added to support IB 486 import/export portfolio required student project.

- N. Program cost – The direct program costs would include the director's salary prorated to the percent of time spent directing the IB program and supervising students' internships IB 481 (25%), and the cost of hiring an adjunct to teach IB 486. The total cost of these two cost items is estimated to be about \$22,000 per year. The university does not employ an indirect cost allocation model so the indirect costs incurred by the program for space, computer usage, share of administrative overhead, etc. are not available.

III. Program Effectiveness

- A. Achievement of student learning outcomes (Please summarize program assessment findings for past five years and subsequent improvements to program)

The assessment plan for the International Business major is shown in *Appendix A*. If anything, the plan is overly ambitious in what it proposes to assess. To date, each academic department has put plans in place to assess learning outcomes of each of the international courses they oversee in their respective academic disciplines. However, a coordinated process must now be put in place to insure that the learning outcomes are assessed and monitored for the individual international business courses managed by each academic area in the College.

Starting in the summer of 2005, the manager of each IB intern assesses the student's performance for the individual objectives the student must complete for the firm. In addition, the manager evaluates the IB curriculum and how well the students are prepared in key areas of international business, foreign language and cultural understanding (See appendix B for Manager Evaluation Form and Appendix C – Summary of Manager Evaluations and Graduate Employment status from Summer 2005 to the present). For IB 481, the International Trade Management course, students complete an in-depth import/export portfolio project. Students apply the market research and trade management concepts learned in this course to complete

the portfolio. Since fall of 2005, all student import/export portfolios have been retained for assessment purposes.

- B. Student retention rate – Retention rates and graduation rates are normally calculated by looking at the percentage of freshmen who continue to attend the institution as second-year students and what percentage eventually graduate. For Wright State as an institution, retention and graduation rates are not particularly good. For example, of all the students who began attending Wright State in the Fall of 2000, only 42% had graduated by June of 2006. This rate, however, is significantly below the rates experienced by primarily residential public universities in Ohio. Miami's six-year graduation rate, for example is 80%. In the case of a major rather than a degree program or college, it is not clear how retention or graduation rates are defined. Since students frequently change majors and may not settle on the major in which they will graduate until their junior or senior year, the calculation of a retention statistic is problematical. However, if retention is defined as the number of IB students admitted to the 146 major code that eventually graduate, then one way to track this statistic might be to compare the number of seniors in the major with the number graduating that same year. This is clearly not a very precise measure but may at least be suggestive. As the table below demonstrates, the correlation between seniors and graduates is not very high as shown in the table below:

International Business Major Seniors and Graduates Same Year		
	# Seniors – Fall Term	# Graduates Annually
2001-02	24	21
2002-03	27	7
2003-04	27	5
2004-05	23	14
2005-06	14	9
2006-07	20	11

- C. Number of graduates annually

	# of Graduates
2000-01	7
2001-02	21
2002-03	7
2003-04	5
2004-05	14
2005-06	9
2006-07	11
Total	80

- D. Placement of graduates (e.g., employment, graduate study) - Although the data is more anecdotal than comprehensive, what data exists suggests that International Business majors readily find employment in business positions. The first IB *students graduated in 2000*. As shown in the table above, there have been a total of 80

graduates in the program since 2000. Area companies that have hired IB graduates into international positions include Evenflo, Rexarc, NuvoTechnologies, New Page, NCR, Sweet Manufacturing, Trimble Navigation, Parker-Hannifin and Elliot Tool. A number of graduates from the program have gone on to graduate school. (see Appendix C – *Summary of Manager Evaluations and Graduate Employment status from Summer 2005 to the present*).

- E. Teaching effectiveness – Faculty are evaluated by each of their respective academic departments. A coordinated process needs to be put in place to insure that faculty teaching effectiveness is evaluated for the individual international business courses managed by each academic area in the College.
- F. Faculty productivity (e.g., publications, grants) – The department has no full-time faculty. The scholarly productivity of faculty in other business disciplines who teach in the International Business program will be reported in the program reviews of those majors. It should be pointed out that Riad Ajami, the new Chair of the newly renamed Department of Management and International Business received his Ph.D. in international business and has a distinguished scholarly record in international business including a textbook – *International Business: Theory and Application* as well as articles in such journals as the *Journal of International Business Studies*, *Management International Review*, the *International Journal of Technology Management* and the *Multinational Business Review* among others. He is also the editor-in-chief of the *Journal of Asia-Pacific Business*. Dr Ajami's presence will bring a new dimension and excitement to the IB program by providing leadership that will encourage other faculty to participate in international scholarship.
- G. Interrelations of program's teaching, research, service activities – Several faculty members have provided leadership in integrating research, teaching and service activities with a focus on international business. For example, the Center for Global Education and Research, directed by Dr. Riad Ajami, Chair of the Marketing and International Business Department, integrates the research in international business, including the editorial and peer review functions for the *Journal of Asia-Pacific Business*. The Center also plans to offer international business educational programs for the greater Dayton region and continuous improvements in the curriculum Wright State students. Dr. Ajami also serves on the Board of the Dayton Council on World Affairs.

Also, under the leadership of Joseph Petrick, Ph.D. Professor of Management and Inder Khera, Ph.D. Professor of Marketing, the college is the founder of Alpha Kappa Epsilon (AKE), the first national honor society which fosters integrity, cosmopolitanism and adventuresome among students, faculty and practitioners engaged in international business. Dr. Petrick and Dr. Khera serve as national officers for AKE and promote the formation of local chapters nationwide at a variety of academic conferences and seminars. In addition, Dr. Petrick is widely published in international management and international business ethics. Dr. Petrick also serves on the university-wide Title VI A Grant Application Committee to develop and enhance a cross-disciplinary Asian studies program.

Other faculty and staff engaged in the International Business curriculum also serve on a variety of University Center for International Education (UCIE) committees such

as the Study Abroad Committee and Internationalizing the Curriculum Committee. The part-time program director also serves on the Board of the Miami Valley International Trade Association and has conducted a series of roundtables for the international business community to a grant from The Ohio State CIBER program (To Aim and Realize Global Expansion Together).

H. Integration of technology into curriculum and instruction – Instructors in the IB program make use of the classroom technology available in Rike Hall, including the use of the DVD player for video presentations and PowerPoint slides for class notes. Students also use the Rike Hall computer lab, websites and on line databases to apply international trade management concepts and complete their in-depth import/export portfolio projects. Other than the technology provided in all Rike Hall classrooms and computer labs, no special technology is required by the program.

I. Description of how program ensures that it is always current

Faculty and Department Chair Appointments. During the last two years, almost every faculty and department chair opening in Marketing, Management, ISOM, Finance and Economics has been filled with faculty with international research or teaching experience. Many new faculty represent a variety of international cultures and possess international academic credentials from universities in China, Bulgaria and India (Appendix D highlights the research and academic credentials of some of these recent appointments).

External Seminars, Conferences and Direct Engagement with the Business Community. Faculty and staff attend a variety of academic and business seminars and conferences to ensure that the courses in the IB curriculum are current. They then integrate the challenges and current trends in global business to the classroom learning experience.

For example, the part-time program director attends and encourages IB students and faculty to attend at a minimum of six international business seminars per year conducted by the Ohio Dept. of Commerce International Trade Division, the U.S. Dept of Commerce Export Assistance Center and the Miami Valley International Trade Association. The part-time director also attends monthly MVITA board meetings with a cross-section of international business professionals from a variety of international business firms including banking, finance, accounting, marketing, law, government, trade compliance, logistics, manufacturing and service sectors. Concepts and trends in international market development, regulatory changes, best practices and benchmarking are integrated into the IB 486 course. The part-time director also evaluates the in-depth internship papers and manager's evaluations of IB interns to ensure that students are meeting the requirements of entry-level professionals in international business.

In addition to extensive research in international business a number of faculty teach abroad at leading universities and at Wright State University international partner institutions in Asia, Europe and Latin America (see Appendix D for a representative sample of research and teaching experience of department chairs). Faculty who teach international business courses have also developed study abroad Ambassador courses for students and enhanced their international business research and teaching skills by taking advantage of the UCIE faculty development seed grants to teach or conduct research in Africa and Germany. Other faculty members have also attended the CIBER

program at the University of Georgia Moore School of Business to keep current in the latest trends in teaching and research in international business.

A number of visiting international faculty from partner institutions in Germany, Chile, ESSCA and the Fulbright Program have taught and been guest lecturers at the Raj Sooin College of Business. For example, last year, a Fulbright Scholar from China was a researcher in residence collaborating with faculty in the Department of Management and International Business.

Finally, each Department continually evaluates the latest in international business text books, case studies and scholarly research to ensure that course material used in the IB curriculum is current.

- J. “Comparative Advantage” (e.g., distinctiveness in terms of students served, differentiation from programs offered at other regional institutions, strengths attributable to collaborative/interdisciplinary nature of program, etc.)
- ? Students are required to acquire foreign language skills and cultural knowledge.
 - ? Students are required to complete an international internship experience with a local business or with an overseas business.
 - ? Unique focus in curriculum on international trade management (i.e. importing, exporting, financing, logistics).

If the program is online, respond to the following questions:

None of the International Business program's courses are taught on-line.

IV. Program Needs/Areas in Need of Improvement

Summarize the program needs (e.g., personnel, facilities, equipment) identified in this program review and the areas in need of improvement.

The primary need for the International Business program has been identification with an academic department and a commitment by that department to help manage the program and coordinate the assessment of learning outcomes for the program. As mentioned earlier in this review, effective Winter 2008, the International Business program will now be housed in the Department of Management and International Business with the chair of that department providing academic direction. The current director will continue to advise students, teach the capstone class and supervise internships. In the long run the hiring of a full-time faculty member who teaches and does research in an area of international business would be highly desirable. That person could coordinate the program and serve as the liaison with the other academic departments. However, the low enrollment in the IB major probably precludes such a position being approved in the short term. Until enrollment increases to the point where a faculty member can teach international courses full time (i.e. 5-6 courses per year), there will continue to be a weakness in the academic leadership of the program. Housing the program in the Department of Management and International Business will help but the fact remains that there will still be no one person assigned to the program full-time.

Clearly the area of improvement that is most critical is for the assessment program to get on track and start collecting data to measure learning outcomes and provide the evidence for program improvement. This should begin to happen during the 2007-08 academic year as the program comes under the supervision of the Chair of the Department of Management and International Business.

A second area of concern is the relatively small enrollment in the major. Of the ten undergraduate majors in the College, the International Business program is the third smallest with only 33 majors enrolled as of Fall 2007 (followed by Operations Management – 21 students; Business Economics – 20; With Human Resources slightly larger than IB at 40 students). University College enrollment places IB intended majors in fourth place ahead of operations management, HR, Finance and Financial Services.

Clearly there is an opportunity to recruit directly to regional high school and community college foreign language classes and student clubs as well as foreign language classes at Wright State.

V. Proposed Improvement Action Plan

Summarize the actions that will be taken in response to the findings of this program assessment. Provide a timeline that indicates how these changes will be implemented and assessed over the next seven years.

The new chair of the Department of Management and International Business has suggested the creation of an International Business Steering Committee that would serve as an oversight committee for the program and insure that the assessment plan was implemented. The committee would be made up of the chair, the program director and faculty members from other business disciplines who teach in the program.

One of the program changes that the Steering Committee will be studying is the creation of a course in *International Strategic Management* that would be required of IB majors. The course would integrate students understanding of how the different business disciplines contribute to overall decision-making in an internationally competitive environment. The course would probably emphasize cases and or a simulation exercise to provide the integration. The course would also serve as a convenient vehicle to assess student learning outcomes for the major.

APPENDIX A

INTERNATIONAL BUSINESS PROGRAM ASSESSMENT PLAN

**International Business Major
Assessment Plan**

I. OBJECTIVES

- a. Prepare individuals to understand and perform the basic functions of international business including international management, finance, accounting, supply chain management, economics, marketing and international trade management.
- b. Prepare individuals to understand the interdependencies among culture, politics, language and societal values as they affect international business and the global economy.
- c. Prepare individuals for entry level positions in international business or in a graduate school program.

II. VERIFICATION OF ACHIEVEMENT OF OBJECTIVES

- a. Feedback from employers who manage interns
- b. Exit interviews with graduating seniors
- c. Surveys of alumni – including employment data

III. LEARNING OUTCOMES

- a. **Accounting:** Demonstrate an understanding of financial reporting standards, currency exchange rates, foreign financial statements, managerial accounting, auditing, taxation issues, accounting for changing prices and geographic, environmental and social reporting in international capital markets.
- b. **Finance:** Demonstrate an understanding of major financial markets that facilitate international business, the managerial aspects of international finance, exchange rate risk management and the techniques of managing long-term assets and liabilities including multinational capital budgeting and long-term financing.
- c. **Economics:** Demonstrate an understanding of the variations in capitalism, the role of culture, history, labor and social policy, government and other institutions in economic performance and social decisions in international economies.
- d. **Global Supply Chain Management:** Demonstrate an understanding of coordinating production plans, cost effective management, organizational performance and the competitive impact of global supply chains.
- e. **Management:** Demonstrate an understanding of comparative international management and the multiple factors which impact functional and regional management decisions and practices. .
- f. **Marketing:** Demonstrate an understanding of the economic, cultural, political, organizational and other differences faced by marketers and the techniques and strategies for effective marketing in a multi-national environment.
- g. **International Trade:** Demonstrate an understanding of the U.S. government's export promotion policy and strategy, the commercial policies pursued by rival and partner countries, the range of marketing, legal, regulatory and financial issues for U.S. enterprises to organize themselves for export and the various international trade resources and services offered by the U.S. Department of Commerce and other federal, state and non-profit organizations.
- h. **Culture and Language:** Demonstrate an understanding of the political, economic, social and cultural environment and foreign language skills in analyzing international business problems and opportunities.

- i. **Ethics:** Demonstrate an understanding of the ethical issues in international business.

IV. MEASURES

Indirect Measures

Internship Evaluations: 100% of all International Business majors will complete a 10 week internship (minimum of 150 hours) with a business or non-profit organization already engaged in international trade or seeking to enter new international markets. Managers are required to complete a written evaluation of the intern's level of preparedness and performance. The evaluation will assess how well the student has completed specific, pre-defined projects for the company/organization and the overall competency of the student to conduct international business operations.

Direct Measures (One per each required course):

Learning outcomes will be assessed in various courses as follows:

a. International Accounting	ACC 454,
b. International Financial Management	FIN 390
c. Comparative International Economic Systems	EC 435
d. Global Supply Chain Management	MS 334
e. Comparative International Management	MGT 485
f. International Marketing	MKT 421
g. International Trade Management	IB 486, IB 481
h. Culture and language skills	203 level proficiency in Chinese, French, German, Spanish or Portuguese ;MGT 485; IB 483 Latin Am; IB 482 European Union; IB 325 Business German; IB 325 Business Spanish; IB 325 Business French; 12 credit hours of Cultural Electives
i. Ethical issues	FIN 390, EC 435, MGT 485, IB 486

Courses that have projects, papers and portfolios will also evaluate learning outcomes for the following specific projects. These courses are:

- ✍ Accounting 454 – Case Project
- ✍ Finance 390 –Country Risk Analysis Report
- ✍ Global Supply Chain Management MS 334 – Student project group assessment of a company's global supply chain processes and effectiveness.
- ✍ Management 485 – International Management Applied Research Portfolio
- ✍ Marketing 421 – Active reading project and Industry Executive Interviews
- ✍ International Trade Internship – Student work log and analysis paper.

In addition, directed questions about specific learning outcomes will be asked on alumni surveys.

V. Measurable performance criteria or determinants of success

The relevant exam in each International Business major course will have one or more multi-part questions or problems that address the appropriate learning outcomes. These questions will be developed by international business professors

A sample of projects and papers for the courses listed in Section IV will be retained and evaluated by the International Business Curriculum.

VI. FINDINGS: Describe the process by which findings will be derived the measures (who in engages in what sort of analysis).

Faculty teaching the International Business Courses will evaluate a set of pre-defined marker questions on exams for each course and will prepare a report summarizing the performance of the IB majors on each of the marker questions. This report will be submitted to the IB Curriculum Committee no later than 30 days following the completion of the course.

Copies of the sample projects will be submitted to the IB Curriculum committee following the completion of the course.

This analysis will be used to identify specific improvements to curricula, learning methodologies, practice exercises, case analyses and other course characteristics to improve identified weaknesses in objectives and outcomes.

VII. IMPROVEMENTS: Describe the process by which findings are analyzed to determine what improvements should be made to better meet objectives and outcomes.

Findings will be analyzed at a quarterly meeting of the IB Curriculum Committee which is responsible for the assessment of the international business curriculum for the major.

VIII. TIMETABLE: Identify a timetable for assessment.

Assessment will take place over a three year cycle as follows:

<u>Year</u>	<u>Objective Assessed</u>
1	a,b,c
2	d,e,f
3	g,h,i

IX. Briefly explain how the program's assessment plan supports and interacts with ACCREDITATION and LICENSURE (if applicable).

The International Business Major plan is consistent with AACSB accreditation requirements.

X. Describe how the objectives and learning outcomes of the program are communicated to students and others.

1. Course objectives and syllabi for each required international business course
2. Faculty explanation and in-class mentoring
3. Academic and internship advising sessions with staff advisors.
4. Feedback and clarification (grades, written, oral) from faculty, internship managers and advising staff members.

Appendix B

Manager Evaluation of IB Intern Performance and Intern Preparedness

Name of Intern: _____ Name and Title of Manager _____
Phone: _____ Phone: _____
Email: _____ Email: _____
Address: _____ Address: _____

MANAGER'S EVALUATION OF THE INTERN

Return to the Intern Director by mail or email monica.snow@wright.edu 116 Rike Hall Raj Soin College of Business, 3640 Colonel Glenn Highway, Dayton, Ohio 45435-0001 by the last day of final exams. The Intern is responsible for reminding the manager of this deadline.

Using a scale of 1 to 5, please rate how well the student accomplished each of the objectives for his/her internship and your company. 5 = Achieved outstanding results 1 = Did not achieve results at all. Please also add any additional feedback on the student's performance for each objective.

List internship objectives below.

1.

Evaluation:
5, 4, 3, 2, 1

2.

Evaluation:
5, 4, 3, 2, 1

3.

Evaluation:
5, 4, 3, 2, 1

General assessment from your immediate manager:

What were two key strengths demonstrated by the intern?

What are two key areas in which the intern can improve?

Using a scale of 1 to 5, please rank how well the Raj Sooin College of Business prepared your intern in each of the following areas (5 = Highly prepared 1 = Not prepared at all). Please provide any additional comments on how we can better prepare our graduates to assume entry level roles in international business.

d. To understand and perform the basic functions of international business including international management, finance, accounting, supply chain management, economics, marketing and international trade management? 5, 4, 3, 2, 1

e. To understand the interdependencies among culture, politics, language and societal values as they affect international business and the global economy? 5, 4, 3, 2, 1

f. To prepare graduates to assume entry level positions in international business or in a graduate school program?
5, 4, 3, 2, 1

_____ Manager's Signature

_____ Date

How well Raj Soin College of Business Prepared Student (Student View)

Q1: To understand and perform the basic functions of international business including international management, economics, marketing, and international trade management?

Q2: To understand the interdependencies among culture, politics, language and social values as they affect int

Q3: To prepare graduates to assume entry level positions in international business or in a graduate school prog

Student Name	Company Name	Manager's Name		
Ashley Baker	U.S. Dept. of Commerce	Deborah D. Dirr	Sur	
Badia Kaidi	Newpage Corporation	Gretchen Clark	Spr	
Brigetta Deem	Air Force Security Association	Peter Heron	Sur	
Ellen Marshall	Eagle Repristration Inc.	Chris Miller	Spr	
Holly Hackenburg	Rittal		Spr	
Jessica Rutter	Lau Industries	Lynda Windsor	Fall	
Jon Thompson	Trans Freight	Bill Phillips	Fall	
Kayla Germann	U.S. Dept. of Commerce	Deborah D. Dirr	Sur	
Laura Gabbard	Global Gauge Corporation	Tim McCormick	Sur	
Lauren Koors	Trans Freight	Joe Eastridge	Spr	
Lewee Rucker	Lau Industries	Lynda Windsor	Sur	
Megan Bock	Miami Valley International Trade Association	Kathy Marshalek	Sur	
Rafael Candido	Sweet Manufacturing	Christian Jordan	Spr	
Shannon Grissom	Mead Westvaco	Lisa Brooks	Fall	
Stephanie Gabbard	Lau Industries	Lynda Windsor	Sur	
Suzanne Oberer	U.S. Dept. of Commerce	Deborah D. Dirr	Sur	