



## Program Assessment Report (PAR)

### International Business (IB) Baccalaureate Degree

**REPORT PREPARED** by: Sturm, Rachel E

**ACADEMIC YEAR COVERED BY THIS REPORT:** 2020-2021

#### I. PROGRAM LEARNING OUTCOMES

We characterized our learning outcomes as learning objectives in the Fall2020-Spring2021 academic year and the four objectives were: Students will be able to: 1. Understand the practices and considerations required when engaging in global business (economics, finance, management, marketing, and supply chain management). 2. Demonstrate how to transfer and market products and services across international borders. 3. Demonstrate proficiency in a second language. 4. Understand how to navigate major cultural differences when interacting with people from different international backgrounds. Although we did not have learning outcomes during the 2020-2021 year, we do have data that aligns with outcomes easily inferred from the objectives as follows: 1. Students understand the practices and considerations required when engaging in global business (economics, finance, management, marketing, and supply chain management). 2. Students know how to transfer and market products and services across international borders. 3. Students are proficient in a second language. 4. Students understand how to navigate major cultural differences when interacting with people from different international backgrounds.

#### II. PROCEDURES USED FOR ASSESSMENT

##### A. Direct Assessment

Learning outcome 1 (students understand the practices and considerations required when engaging in global business (economics, finance, management, marketing, and supply chain management)): MGT4850 is a required course for all IB majors. In MGT4850 in Summer2021, students were asked four exam questions that covered these different discipline areas of IB. Learning outcome 2 (students know how to transfer and market products and services across international borders): The IB major is an interdisciplinary program (housed in the Management Department). MKT3300 is a required course for all IB majors. In MKT3300 in Spring2021, students were asked five exam questions that covered an

array of approaches related to markets/transfers. Learning outcome 3 (students are proficient in a second language): We did not have a direct assessment of second language proficiency, only an indirect assessment. Learning outcome 4 (students understand how to navigate major cultural differences when interacting with people from different international backgrounds): MGT4850 is a required course for all IB majors. In MGT4850 in Summer2021, students were asked three exam questions that covered cultural differences.

## **B. Scoring of Student Work**

Learning outcome 1 (students understand the practices and considerations required when engaging in global business (economics, finance, management, marketing, and supply chain management)): The exam questions were graded with an answer key. Learning outcome 2 (students know how to transfer and market products and services across international borders): The exam questions were graded with an answer key. Learning outcome 3 (students are proficient in a second language): Please see the attached screen capture at the end, which states that all IB majors must either have nine credit hours in a language other than English with a minimum of three credit hours in an upper-level (3000 or higher) course in that language or if they are an international student who speaks English as a second language, they may waive this requirement if they meet the English proficiency requirement for admission at Wright State University. Learning outcome 4 (students understand how to navigate major cultural differences when interacting with people from different international backgrounds): The exam questions were graded with an answer key.

## **C. Indirect Assessment**

Only one indirect assessment was used during the Fall2020-Spring2021 academic year and it was for learning outcome 3 (students are proficient in a second language). All IB majors must either have nine credit hours in a language other than English with a minimum of three credit hours in an upper-level (3000 or higher) course in that language, or if they are an international student who speaks English as a second language, they may waive this requirement if they meet the English proficiency requirement for admission at Wright State University. Hence, in order to graduate with the degree, IB majors must know a second language and the implication is that three college-level courses or speaking the language as a native language, would count as being proficient in that language.

## **III. ASSESSMENT RESULTS/INFORMATION:**

LO1: 17 out of 18 students (94.44%) answered the economics and management-oriented exam question correctly. 100% of students answered the

supply chain management-oriented (team-based) exam question correctly. 100% of students answered the marketing-oriented (team-based) exam question correctly. 100% of students answered the finance-oriented (team-based) exam question correctly. LO2: 88.24% of students answered the general market/transfer exam question correctly. 91.18% of students answered the Middle East market/transfer exam question correctly. 97.06% of students answered the South America market/transfer question correctly. 97.06% of students answered the Asia market/transfer finance-oriented exam question correctly. 76.47% of students answered the Australia market/transfer exam question correctly. LO3: indirect assessment, please see the attached screen capture which states that all IB majors must either have nine credit hours in a language other than English with a minimum of three credit hours in an upper-level (3000 or higher) course in that language or if they are an international student who speaks English as a second language, they may waive this requirement if they meet the English proficiency requirement for admission at Wright State University. Hence, in order to graduate with the degree, IB majors must know a second language and the implication is that three college-level courses or speaking the language as a native language, would count as being proficient in the language. LO4: 10 out of 18 students (55.56%) answered the Trompenaars's relationship orientations exam question correctly. 17 out of 18 students (94.44%) answered the Hofstede's cultural exam question correctly. 6 out of 18 students (33.33%) answered the communication styles exam question correctly.

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#### **IV. ACTIONS TO IMPROVE STUDENT LEARNING**

As previously mentioned, we only had learning objectives prepared in advanced of the 2020-2021 academic year, and technically, no learning outcomes. In addition, I found out in Fall 2022 that not all of the faculty were involved in creating the learning objectives during that time. The process of collecting this data brought a lot of conversation around the learning objectives, learning outcomes, and assessment of our department majors and the faculty are very interested in revisiting everything in early 2023. The plan moving forward is to have most of the faculty across the different disciplines who teach in the IB major to meet early on in 2023 to reassess the learning objectives and come up with [intentional] actual learning outcomes (and an assessment plan moving forward) that can be used for future HLC data collection cycles.

## **V. SUPPORTING DOCUMENTS**

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.