

**ASSESSMENT PLAN
FOR THE MASTER OF INTERNATIONAL BUSINESS (MIB) PROGRAM
June 18, 2009**

A. LEARNING GOALS FOR THE MIB PROGRAM

The Master of International Business (MIB) is a unique interdisciplinary program that combines the development of international business expertise with an advanced understanding of international studies. It is designed to build on the international business, functional and language/culture skills developed in an undergraduate business program and facilitate further effective application of these skills through a richer appreciation of the cultural, sociopolitical and institutional settings within which global enterprises operate.

The MIB program's learning goals include:

- (1) Knowledge of global business operations
- (2) Knowledge of the diverse institutional arrangements around the globe
- (3) Understanding of the impact of government policies on business
- (4) Awareness of cultural diversity and its impact of business decisions
- (5) Integration of material from a variety of disciplines to solve business problems

B. ASSESSMENT METHODS

The assessment of learning goals will be collaboratively designed and evaluated by the International Business and Political Science departments. The learning goals will be assessed directly using course embedded approaches, including exams, case studies, essays, and project assignments. Given our learning goals include a broadened and integrative understanding of global business and government interactions, we will also include longer-term assessments of students taken several years after graduation. Finally, the program's goals will be assessed indirectly using data on placement and feedback from recruiters.

An outline of the assessment activities for the MIB program is provided below.

(1) Analysis of "Country Analysis" project in IBUS 705: Sustaining the Global Enterprise

IBUS 705: Sustaining the Global Enterprise is a required course for all MIB students. Students complete a written assignment aimed at developing an understanding of the economic and cultural environments in different countries as well as developing skills for conducting such research. Each student will choose a country, research its business and

cultural environment, and write a report. The report can be used to assess student learning with respect to Learning Goals (3) and (4). A random sample of roughly ten projects will be collected. Reviewers with relevant expertise will evaluate the reports. The reviewers will be asked to complete a rubric to assess student learning for each goal. The rubric should be based on a five point scale and should provide the reviewers with well defined criteria to employ in their assessment. The course coordinator, consulting with colleagues in the International Business Department will be responsible for developing the rubric and should supply teaching materials associated with the project to assist the reviewers in their assessment. .

The Assessment Coordinator will be responsible for coordinating the review of the sampled reports. The Coordinator will also be responsible for tabulating the numerical data provided by the reviewers, and summarizing their written comments. The Coordinator will submit this information in the form of a brief report to be included in the *Annual Statistical Abstract of MIB Assessment*.

(2) Analysis of final exam questions in IBUS 705: Sustaining the Global Enterprise

IBUS 705: Sustaining the Global Enterprise is a required course for all MIB students. Students complete a written short essay format final exam. Select questions from the exam will focus on knowledge of global operations such as international alliances, organizational structures, coordination and control in MNCs, while other questions address topics at the group and individual levels of analysis including managing cross-cultural teams, global leadership, motivation, decision-making, and human resource management in a multinational context. These exam questions will be used to assess student learning on Learning Goals (1) and (5). A random sample of essay questions will be collected. The sample will consist of a total of roughly ten answers each for the questions selected to assess the learning goals. Reviewers with relevant expertise will evaluate the essays. The reviewers will be asked to complete a rubric to assess student learning for each goal. The rubric should be based on a five point scale and should provide the reviewers with well defined criteria to employ in their assessment. The course coordinator, consulting with colleagues in the International Business Department will be responsible for developing the rubric and should supply teaching notes associated with the essay questions to assist the reviewers in their assessment.

The Assessment Coordinator will be responsible for coordinating the review of the essay exam questions. The Coordinator will also be responsible for tabulating the numerical data provided by the reviewers, and summarizing their written comments. The Coordinator will submit this information in the form of a brief report to be included in the *Annual Statistical Abstract of MIB Assessment*.

(3) Analysis of “Negotiation Journals” in IBUS 734: International Business Negotiations

IBUS 734: International Business Negotiations is a required course for all MIB students. Students submit four written reports on in-class negotiations. The reports focus on critical concepts and takeaways from the negotiations such as key processes and

strategies. Reports on cross-cultural negotiations will be used to assess Learning Goal (4). A random sample of reports will be collected. The sample will consist of roughly ten reports equally divided among those covering cross-cultural negotiation issues. Reviewers with relevant expertise will evaluate the reports. The reviewers will be asked to complete a rubric to assess student learning. The rubric should be based on a five point scale and should provide the reviewers with well defined criteria to employ in their assessment. The course coordinator, consulting with colleagues in the International Business Department will be responsible for developing the rubric and should supply teaching notes associated with the reports to assist the reviewers in their assessment.

The Assessment Coordinator will be responsible for coordinating the review of the journal reports. The Coordinator will also be responsible for tabulating the numerical data provided by the reviewers, and summarizing their written comments. The Coordinator will submit this information in the form of a brief report to be included in the *Annual Statistical Abstract of MIB Assessment*.

(4) Analysis of final exam questions in IBUS 706: Nation States, Regional Networks and Global Markets

IBUS 706: Nation States, Regional Networks and Global Markets is a required course for all MIB students. Students complete a written essay format final exam. Select questions from the exam will focus on different ways national and local institutions shape the risks and opportunities of increasingly integrated markets, and on the factors underlying cross-national and cross-cultural business and policy success. These exam questions will be used to assess student learning on Learning Goals (2), (3), and (5). A random sample of ten essay questions will be collected to assess each of these learning goals. Reviewers with relevant expertise will evaluate the essays. The reviewers will be asked to complete a rubric to assess student learning for each goal. The rubric should be based on a five point scale and should provide the reviewers with well defined criteria to employ in their assessment. The course coordinator, consulting with colleagues in the International Business Department will be responsible for developing the rubric and should supply teaching notes associated with the essay questions to assist the reviewers in their assessment.

The Assessment Coordinator will be responsible for coordinating the review of the essay exam questions. The Coordinator will also be responsible for tabulating the numerical data provided by the reviewers, and summarizing their written comments. The Coordinator will submit this information in the form of a brief report to be included in the *Annual Statistical Abstract of MIB Assessment*.

(5) Analysis of written short answers and essays in IBUS 707: Comparative Institutional Systems

IBUS 707: Comparative Institutional Systems is a required course for all MIB students. Students complete a written short answer and essay format final exam. Select questions from the exam will focus on internal and external corporate governance systems in

international settings, and how they affect firm performance, cost of capital, and economic and financial development. These exam questions will be used to assess student learning on Learning Goal (2). A random sample of ten essay questions will be collected to assess this learning goal. Reviewers with relevant expertise will evaluate the essays. The reviewers will be asked to complete a rubric to assess student learning for each goal. The rubric should be based on a five point scale and should provide the reviewers with well defined criteria to employ in their assessment. The course coordinator, consulting with colleagues in the International Business Department will be responsible for developing the rubric and should supply teaching notes associated with the essay questions to assist the reviewers in their assessment.

The Assessment Coordinator will be responsible for coordinating the review of the essay exam questions. The Coordinator will also be responsible for tabulating the numerical data provided by the reviewers, and summarizing their written comments. The Coordinator will submit this information in the form of a brief report to be included in the *Annual Statistical Abstract of MIB Assessment*.

(6) Analysis of written essays in POLI 710: Contemporary International Relations

POLI 710: Contemporary International Relations is a required course for all MIB students. Students complete three written short essays. The essays focus on government and other institutions affecting global political and social issues within and across nations. Essays will be used to assess Learning Goals (2) and (3). A random sample of reports will be collected. The sample will consist of roughly ten reports for each learning goal. Reviewers with relevant expertise will evaluate the reports. The reviewers will be asked to complete a rubric to assess student learning. The rubric should be based on a five point scale and should provide the reviewers with well defined criteria to employ in their assessment. The course coordinator, consulting with colleagues in the Political Science Department will be responsible for developing the rubric and should supply teaching notes associated with the essay questions to assist the reviewers in their assessment.

The Assessment Coordinator will be responsible for coordinating the review of the essay questions. The Coordinator will also be responsible for tabulating the numerical data provided by the reviewers, and summarizing their written comments. The Coordinator will submit this information in the form of a brief report to be included in the *Annual Statistical Abstract of MIB Assessment*.

(7) Post-graduation survey

Surveys of graduates will be conducted five years and ten years after graduation. The purpose of the survey will be to assess the how completing the MIB program has assisted graduates in achieving their career goals and the relevancy of the program's curriculum to their careers. Input will also be sought on how the curriculum might be improved.

The Assessment Coordinator will coordinate the development of any survey instruments to be used for assessment with the Alumni Relations and Dean's offices. The Coordinator will also be responsible for summarizing all assessment survey results in the form of a report to be included in *The Annual Statistical Abstract of MIB Assessment*.

C. EVALUATION OF ASSESSMENT DATA

All assessments of learning goals will be summarized in *The Annual Statistical Abstract of MIB Assessment* report. Each year, reports should be reviewed at Graduate Program Faculty Committee (GPFC) meetings. As a result of this review, the committee will make any recommendations for programmatic improvement or for modifications in learning goals and assessment practices that it deems to be warranted. These recommendations will also be shared with the GPFC.