

2010-11 ANNUAL ASSESSMENT UPDATE: BBA IN INTERNATIONAL BUSINESS

1. The College-Wide Undergraduate Student Learning Outcomes

A. The faculty of the COB have established a set of four Student Learning Outcomes (i.e., Student Learning Goals) for all undergraduate major programs. These Outcomes are as follows:

- 1) **General/Core Knowledge:** *The student will acquire the general or core knowledge required to understand the environment within which business operates.*
- 2) **Written Communications:** *The student will be able to communicate effectively in writing within a business environment.*
- 3) **Oral Communications:** *The student will be able to communicate orally in an effective and professional manner.*
- 4) **Problem Solving & Critical Thinking:** *The student will develop the thought processes necessary to use logic, information, and assumptions to successfully solve problems.*

B. A Fifth Learning Outcome, which applies to the International Business (IB) Major, is:

***Experiential Education:** *The student will be exposed to, and develop an understanding of, the world outside US borders via Study Abroad and/or an Internship with a business firm that operates in the global economy.*

2. During 2010-11 the faculty of the Division of Finance & Economics who participate in the IB Program assessed our students' attainment of the **Oral Communications** and **Written Communications** Learning Outcomes through direct course-embedded assessment in the Spring 2011 IB Capstone.

3. Assessment of **Oral Communications Skills** in the Spring 2011 IB Major Capstone Course

A. In the Spring 2011 IB Capstone Course we implemented the following plan to improve and assess Oral Communications Skills:

1) The course included a month-long module focused on the development of Oral Presentation Skills. Dr. Brozik supervised this module, and worked intensively with the students to prepare them for the final assignment of the course: A Group Presentation on the country and economy of Ireland. We videorecorded this final presentation, and scored it using the approved BBA Oral Communications Rubric.*

*This Rubric (Attached in Appendix I) highlights the eight criteria we currently use in the COB to assess student Oral Communications skills: *Clear Topic Coverage, Organization, Audience Appropriateness, Voice Quality, Grammar/Word Choice, Eye Contact & Body Language, Communication Aids,*

and *Personal Appearance*.

2) The group was required to do the final presentation twice, to two different classes. The first presentation was made to an ECN 340 class (Global Macroeconomic Issues, a required course in the IB Major); the second was made to an ECN 420 class (International Trade, also required in the IB Major). Both presentations were videorecorded. After the first presentation Dr. Brozik led the students in a review of the presentation in order to prepare for the second and final presentation. The second, final presentation was the one that we graded for the class, and that we assessed using the BBA Rubric.

3) We also included the assessment results for our IB students in the overall college-wide BBA sample, for our AACSB-mandated college-wide assessment program.

B. The Assessment Results

1) In Appendix I you will find the Rubric, which contains the descriptive statistics (sample size, mean, standard deviation) for each of the eight Rubric criteria, along with the overall Rubric mean and standard deviation.

2) Across the entire Rubric, the IB Capstone students (two in number) scored at the Excellent level (3.81 out of 4).

3) *Relative Strengths*: At the individual criterion level, the students did best on *Clear Topic Coverage, Organization, Audience Appropriateness, Eye Contact & Body Language, and Personal Appearance*. We are very pleased to see both our students score so high on these criteria; the work Dr. Brozik put into preparing these students for the final presentation paid off handsomely.

4) *Relative Weaknesses: Voice Quality and Communication Aids*

A) The Rubric criterion our students scored most poorly on was *Voice Quality*. The sample mean was 3.25 out of 4 (in the Proficient Range), and significantly lower than the overall sample mean of 3.81.

B) Students also scored relatively poorly (3.5 on average) on *Communication Aids* (although in absolute terms the students did quite well).

C. Comparison of the IB Assessment Results with those for the BBA student population as a whole

1) During Spring 2011 the COB also videorecorded, and assessed with the Oral Communications Rubric, all the final student presentations in MGT 460 (Business Strategy and Policy, the BBA Capstone Course) and ECN 466 (the Economics Capstone Course). A comparison of our IB students' results with those of the BBA sample is contained in Appendix I, via a set of histograms. The BBA sample contains 73 students, two of which are the IB students—so the comparison shown is not statistically pure.

Nevertheless, the histograms do give us some sense of how our IB students' Oral Presentation Skills match up with the BBA student population's skills.

2) Our IB students are clearly relatively strong in *Clear Topic Coverage, Organization, Audience Appropriateness, Grammar/Word Choice, Eye Contact & Body Language, and Personal Appearance*.

3) These histograms also show that *Voice Quality* is a relative weakness, in general, across the entire BBA student population, not just in our IB students. The use of *Communication Aids* can also be improved upon, across the entire BBA student population.

D. Changes to be implemented in the Spring 2012 IB Capstone: The Oral Presentation Skills Module in the Spring 2011 IB Capstone came at the end of the course. In Spring 2012 Oral Presentation Skills will be emphasized throughout the course, with student presentations beginning the second week of the term and continuing in every class session the rest of the semester. Students will work on their individual presentation skills during the first section of the course, and then make presentations to the class as members of teams during the second and third sections.

4. Assessment of **Written Communications Skills** in the Spring 2011 IB Major Capstone Course

A. In the Spring 2011 IB Capstone Course the students had to complete multiple writing assignments throughout the first 10 weeks of the semester. The first assignment was to write a set of five essays on newspaper/magazine/internet articles on the country and economy of Ireland. These essays were done individually; the assignment was graded as a "writing to learn" project. The students then worked together to complete a Statistical Profile of the Irish Economy, after which each student had to write his/her own Reaction Essay on the Statistical Profile. This Essay was graded as a polished piece of writing. The students then had to put together a Project Portfolio, which involved some new writing along with revisions of two of their original newspaper/magazine/internet article essays. Although the class was not officially designated as Writing Intensive, it actually was—and this part of the course was supervised by Dr. Harlan Smith, who is WAC-certified.

B. The assignment chosen to assess our students' writing skills was the individual Reaction Essay. We scored these essays using the approved BBA Written Communications Rubric, which highlights four criteria: *Organization, Purpose, Tone, and Grammar & Mechanics*.

C. The Assessment Results

1) In Appendix II you will find the Rubric, which contains the descriptive statistics for each of the four Rubric criteria, along with the overall Rubric mean.

2) Across the entire Rubric, the IB Capstone students (two in number) scored in-between Excellent and Proficient (3.68 out of 4).

3) Relative Strengths: At the individual criterion level, the students did best on *Organization and Purpose*.

4) Relative Weaknesses: *Tone and Grammar & Mechanics*

A) The Rubric criterion our students scored most poorly on was *Grammar & Mechanics*. The sample mean was 3.25 out of 4 (in the Proficient Range).

B) Students also scored relatively poorly (3.5 on average) on *Tone* (although one student scored Excellent and the other Proficient).

C. Comparison of the IB Assessment Results with those for the BBA student population as a whole

1) During 2009-10 the COB assessed, with the Written Communications Rubric, a sample of 173 student papers written in a variety of BBA-level courses, across all majors. The Rubric containing the sample descriptive statistics can found in Appendix II. Overall, the BBA student population scored slightly below the Proficient level (which matches an earlier set of rubric results obtained in 2006-07). Since then the college as a whole has implemented several initiatives to improve student writing.

2) Compared to the BBA student population, our two IB students are clearly relatively strong across the board. But *Grammar & Mechanics* is a relative weakness—which comes as no surprise.

D. Changes to be implemented in the Spring 2012 IB Capstone: Each student has to prepare a formal paper that is based on the final presentation s/he makes in class. The instructor will place particular emphasis on *Grammar & Mechanics*, and has explicitly stated this in the course Syllabus. A link has been embedded in the Syllabus, moreover, which takes the students to the Guidelines for Writing Papers that the instructor has developed and refined over many years. The students will be held to high standards, and they know it.

5. Indirect assessment of the **Experiential Education** Learning Outcome during 2010-11

A. Recall from above that the Experiential Education Learning Outcome reads as follows:

The student will be exposed to, and develop an understanding of, the world outside US borders via Study Abroad and/or an Internship with a business firm that operates in the global economy.

B. During 2010-11 we implemented our first explicit efforts to improve student attainment of this Learning Outcome, through the development of Study Abroad programs and internships targeted towards the IB Major:

1) In October 2010 Toyota Motor Manufacturing of WV (TMMWV, the giant engine assembly plant in Putnam County) invited the IB program to make a presentation to its

Business Roundtable: a quarterly gathering of Japanese-owned businesses in the Kanahwa Valley. The Division Head (Harlan Smith), two of our current IB Majors, and the directors of MU Career Services visited this group at the end of October to present the IB Major and to discuss internship opportunities with these companies. Our presentation was very well-received, and in the spring of 2011 it began to bear fruit.

In February and early March of 2011 executives of TMMWV contacted our IB program to set up what Toyota called a “Problem-Solving Partnership” that would run during March and April. This called for a team of four IB majors to work with the HR executives of the plant to solve a few specific HR-related problems Toyota wanted help with. We selected a team of students comprised of a freshman, sophomore, junior, and senior. The first three were IB majors; the senior was an IA/Japanese double-major, minoring in Economics. This team worked directly with the senior management of the plant for two months, on-site at the plant. In the process the team was trained in the problem-solving techniques employed throughout Toyota worldwide. At the end of April the team gave its final, public presentation to the assembled senior management, including the plant’s General Manager, HR Director, Assistant HR Director, Director of Training and Employee Development, and others. During this 2-hour presentation the students interacted directly with these business executives to highlight and discuss their plan for solving the HR-related problems Toyota requested help with. The TMMWV executives found the students’ presentation to be excellent, and look forward to developing future Problem-Solving Partnerships with our IB program, as the plant’s needs arise.

2) Internships were also discussed during 2010-11 through introductory contacts made by the IB Program, in conjunction with MU Career Services, with other local businesses who engage in international activity. Special Metals, Inc., provided one such internship for an IB major in Spring 2011; we hope our other contacts will bear fruit in the future.

3) During 2010-11 the IB Program set up a professor-led Study Trip to China for the Summer of 2011. This trip was envisioned as a pilot project that would lead to an annual trip for larger groups of students. On this first trip we took 6 IB majors to China for two weeks, and during their stay they were based in Beijing. To coordinate and manage activities on the ground, we set up a working relationship with CAPA, a study-abroad group that MU has worked with extensively over the years to develop such opportunities for our students. This pilot project worked out very well, and the IB program began immediately to work with Clark Egnor and Ryan Warner of MU’s Center for International Programs to establish this trip as an ongoing summer opportunity for our IB majors. This coming summer (2012) we have set up a more extensive (4-week) trip to Beijing, once again with the collaboration of CAPA, and students are currently in the process of registering.

C. Plans for 2011-12:

1) The MU/CAPA Trip to China is now established, and expected to run during June 2012.

2) We have also set up a study trip to Brazil in May, led by Dr. Michael Newsome, which is tailored to our IB program. This trip has enough students registered (and paid) to make; they and Dr. Newsome will leave for Brazil shortly after the spring term ends and stay for nearly 3 weeks.

3) During Spring 2012 Dr. Clark Egnor will facilitate an Export Management Course at Marshall, designed primarily for IB majors. Co-facilitators and organizers include the WV State Development Office and the WV Export Council. This class will involve business firms working with teams of our students to develop and/or refine export plans. The class will be a hands-on “internship” experience, during which the students will work directly with companies who desire help developing their global market presence. Eight of our current IB majors have enrolled in the course.

APPENDIX I: ORAL COMMUNICATIONS SKILLS DATA

IB Oral Communications Rubric Results: 2011

Category	Excellent (4)	Proficient (3)	Needs Improvement (2)	Unacceptable (1)
Clear Topic Coverage Sample size: 2 Mean: 4 Standard deviation: 0	The speaker presents a topic and a focus that are exceptionally appropriate for the purpose, time constraints, and audience.	The speaker presents a topic and a focus that are appropriate for the purpose, time constraints, and audience.	The speaker presents a topic or a focus that is inappropriate for the purpose, time constraints, or intended audience.	The speaker presents a topic and a focus that are inappropriate for the purpose, time constraints, or intended audience.
Organization Sample size: 2 Mean: 4 Standard deviation: 0	The speaker uses an exceptional introduction and conclusion and provides an exceptionally clear and logical progression within and between ideas.	The speaker uses an appropriate introduction and conclusion and provides a reasonably clear and logical progression within and between ideas.	The structure of the presentation interferes with the clarity and logic of the ideas being presented.	The speaker fails to use an introduction or conclusion and fails to provide a reasonably clear and logical progression within and between ideas.
Audience Appropriateness Sample size: 2 Mean: 4 Standard deviation: 0	The speaker uses language that is exceptionally clear and appropriate for the intended audience.	The speaker uses language that is reasonably clear and appropriate for the intended audience.	The speaker uses some inappropriate language that would distract the intended audience.	The speaker uses unclear or inappropriate language that would result in substantial miscommunication with the intended audience.
Voice Quality Sample size: 2 Mean: 3.25 Standard deviation: 0.35	Delivery is clear, natural, conversational, and enhanced by good vocal variety. Vocal quality is used effectively to emphasize points and reinforce structure.	Delivery is mostly clear and natural. Limited instances where speaker could not be heard or understood. With few exceptions, voice quality is used to emphasize points.	Delivery contains significant instances where speaker could not be heard or understood. Voice quality is erratic.	Presenter mumbles or speaks too quietly for all audience members to hear. Delivery is forced with little or no vocal variety.

Category	Excellent (4)	Proficient (3)	Needs Improvement (2)	Unacceptable (1)
Grammar/Word Choice Sample size: 2 Mean: 3.75 Standard deviation: 0.35	Insignificant grammatical errors and appropriate word choice. Sentences flow together well.	Some grammatical errors; some incomplete sentences or run on sentences; some poor word choice.	Frequent grammatical errors, incomplete sentences, and run on sentences; Frequent poor word choice.	Listeners are distracted by grammatical errors. Inappropriate word choice. Sentences do not flow well.
Eye Contact & Body Language Sample size: 2 Mean: 4 Standard deviation: 0	Body language and eye contact reflect comfort interacting with audience.	Body language and eye contact reflect some discomfort interacting with audience.	Body language and lack of eye contact reflect reluctance to interact with audience.	Distracting body language and lack of eye contact prevent effective communications with audience.
Communication Aids Sample size: 2 Mean: 3.5 Standard deviation: 0	Communication aids enhance presentation. Aids appear professional and important information is included.	Communication aids contribute overall but have errors, are difficult to read, or include too much or too little information.	Communication aids have numerous errors that interfere with effectiveness of presentation.	Communication aids distract or are used inappropriately, are difficult to read, and contain unimportant information.
Personal Appearance Sample size: 2 Mean: 4 Standard deviation: 0	Highly professional appearance.	Appropriate for audience and/or topic.	Questionable for audience and/or topic.	Inappropriate for audience and/or topic.

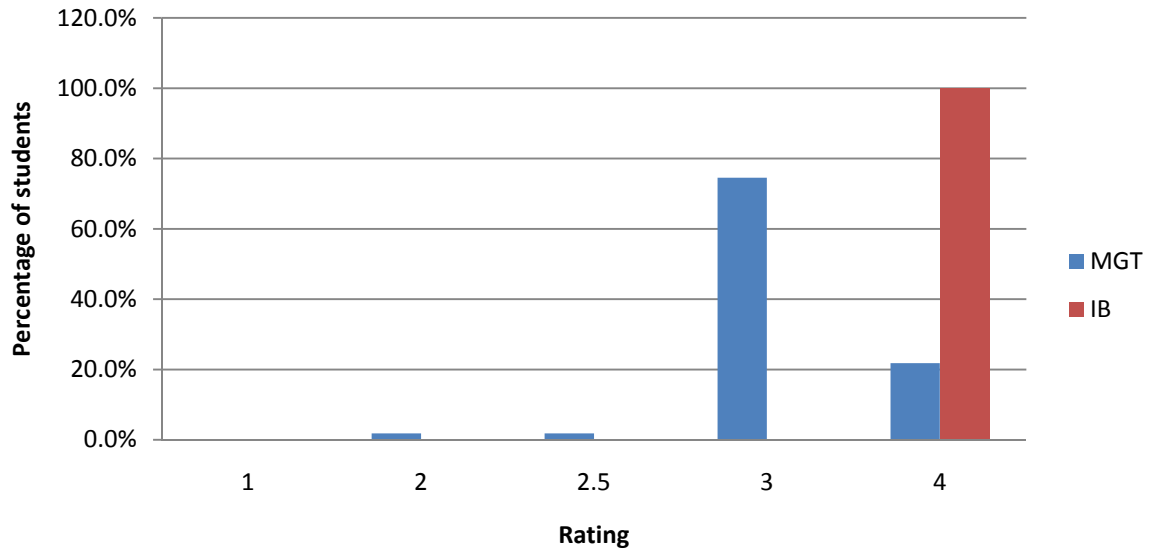
Overall

Sample Size: N = 2

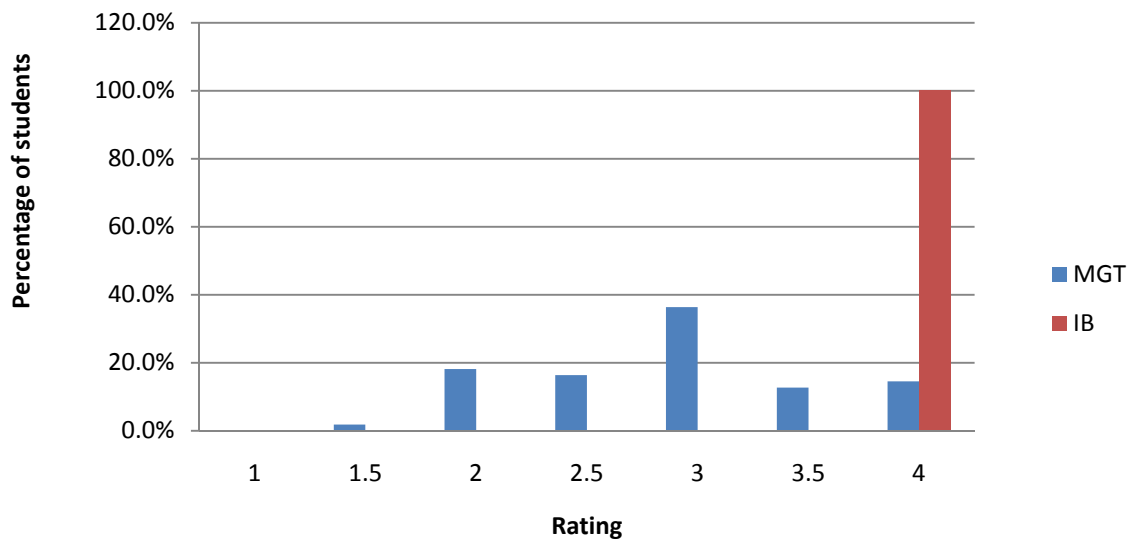
Mean: 3.81

Standard deviation: 0.31

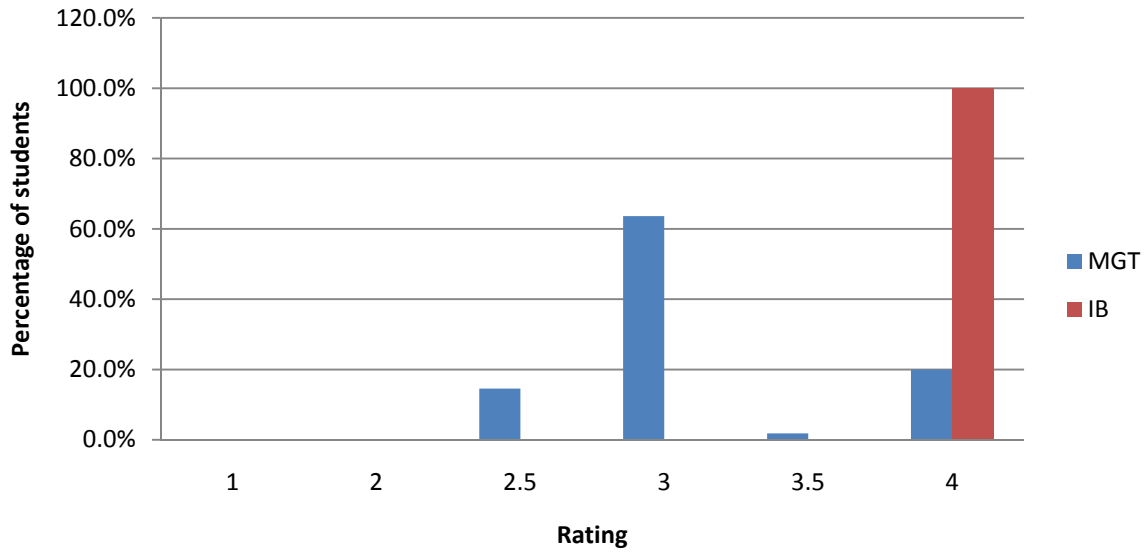
Oral Communication Clear topic coverage



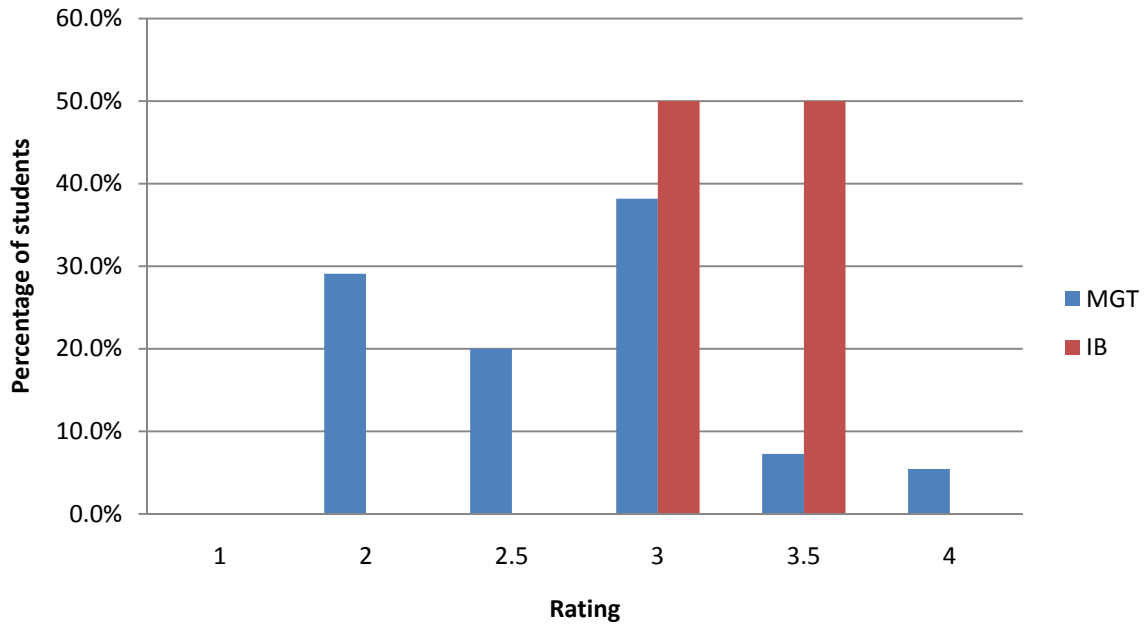
Oral Communication Organization



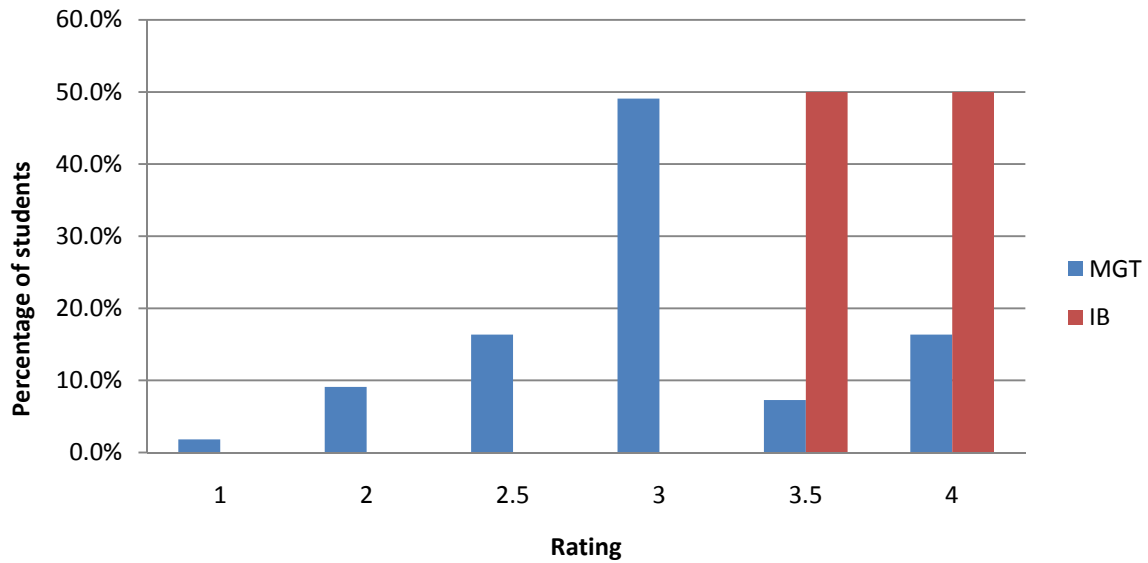
Oral Communication Audience appropriateness



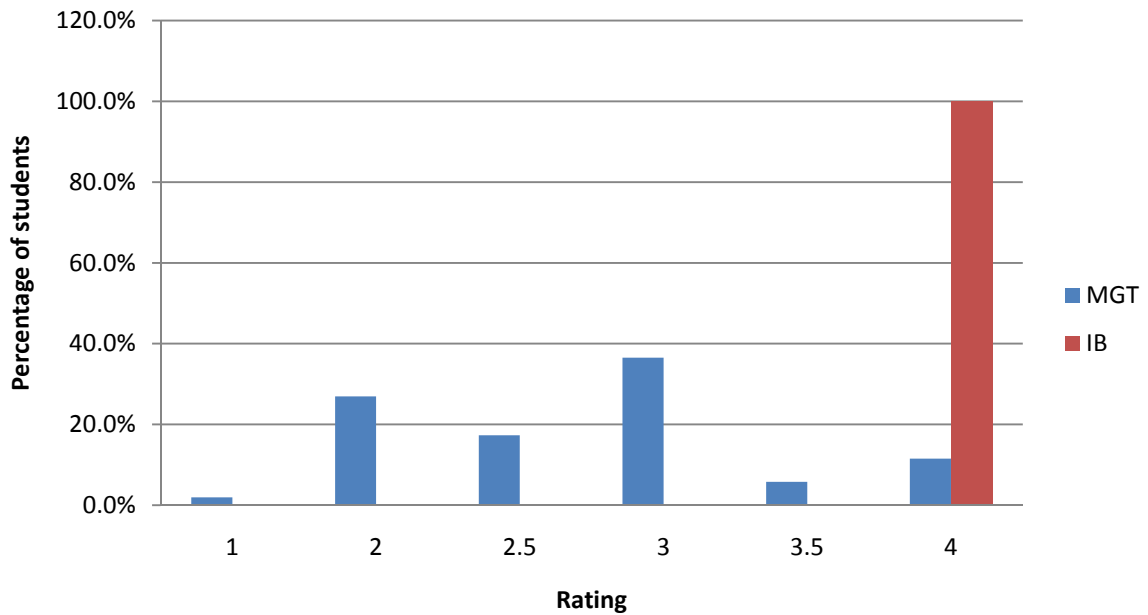
Oral Communication Voice quality



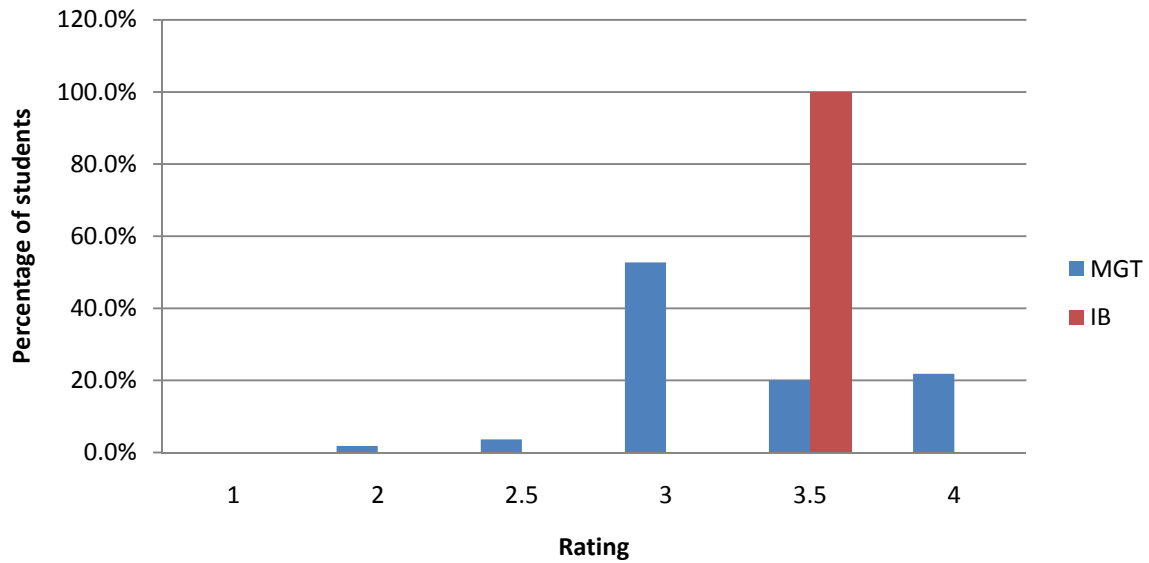
Oral Communication Grammar/ Word choice



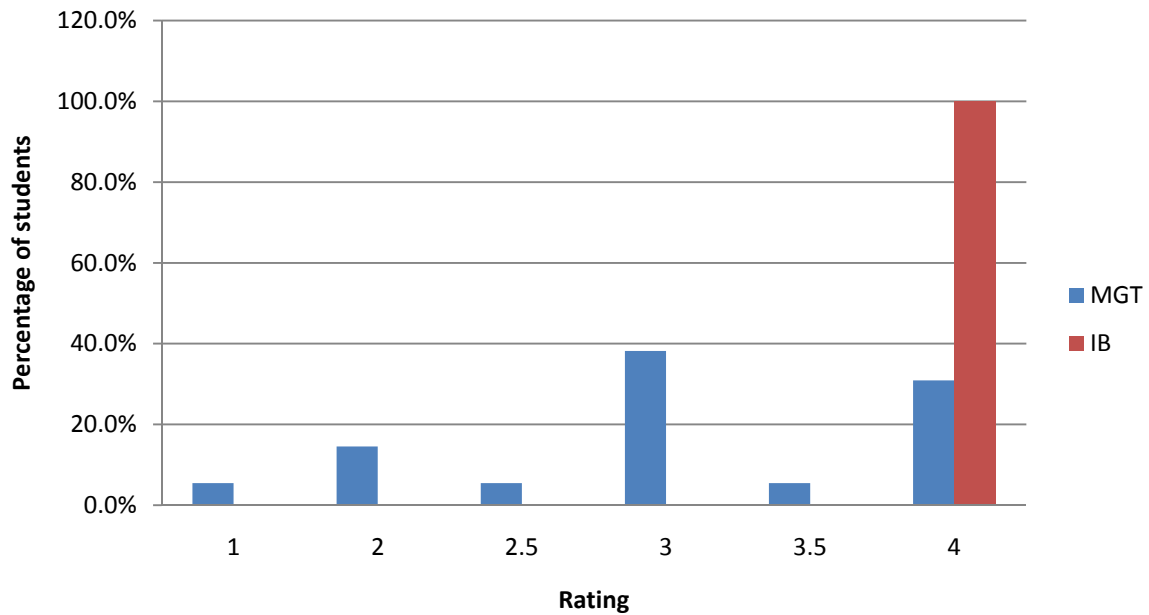
Oral Communication Eye contact & body language



Oral Communication Communication aids



Oral Communication Personal appearance



APPENDIX II: WRITTEN COMMUNICATIONS SKILLS DATA

IB Major Written Communications Rubric Results: Spring 2011

Criterion	Excellent (4)	Proficient (3)	Needs Improvement (2)	Unacceptable (1)
<p><i>Organization</i></p> <p>Mean: 4.0 Standard deviation: 0</p>	<p>Ideas are arranged logically to support the purpose. Ideas flow smoothly from one to another and are clearly linked to each other. Reader can follow the line of reasoning.</p>	<p>Ideas are arranged to support the writer's purpose, but order is sometimes questionable. Ideas are usually clearly linked to each other. Reader can usually follow line of reasoning.</p>	<p>Writing is not arranged logically. Frequently, ideas fail to make sense together and are not linked. By thinking hard, reader can usually figure out the line of reasoning.</p>	<p>Writing lacks logical organization. Reader cannot identify a line of reasoning.</p>
<p><i>Purpose</i></p> <p>Mean: 4.0 Standard deviation: 0</p>	<p>Writer's purpose is readily apparent to the selected audience and is clear.</p>	<p>Writing has a clear purpose, but may occasionally digress.</p>	<p>Purpose is not clear, nor is it easy to find an implied purpose.</p>	<p>Purpose is generally unclear and/or not even apparent.</p>
<p><i>Tone</i></p> <p>Mean: 3.5 Distribution: one 4, one 3</p>	<p>Tone is consistently professional and appropriate for the selected audience and the purpose.</p>	<p>Tone is generally consistent, but may have a few lapses in fit or appropriateness to audience or purpose.</p>	<p>Tone is not consistently appropriate to audience or purpose.</p>	<p>Tone is not appropriate to audience and purpose.</p>
<p><i>Grammar and Mechanics</i> (sentence structure, punctuation, spelling)</p> <p>Mean: 3.25 Distribution: one 3.5, one 3</p>	<p>Sentences are well-constructed. They vary in length and structure, and flow well. Writing is almost error-free, and reads well.</p>	<p>Sentences are functional. Errors are present but do not distract from the meaning.</p>	<p>Confusing sentences. Numerous errors distract reader.</p>	<p>Sentence structure and grammar errors are so numerous that the reader stops reading.</p>

Overall

Number of Papers in Sample: 2

Mean: 3.68

BBA Written Communications Rubric Results: 2009-10

Criterion	Excellent (4)	Proficient (3)	Needs Improvement (2)	Unacceptable (1)
<p><i>Organization</i></p> <p>Mean: 2.63 Standard deviation: 0.86</p>	<p>Ideas are arranged logically to support the purpose. Ideas flow smoothly from one to another and are clearly linked to each other. Reader can follow the line of reasoning.</p>	<p>Ideas are arranged to support the writer's purpose, but order is sometimes questionable. Ideas are usually clearly linked to each other. Reader can usually follow line of reasoning.</p>	<p>Writing is not arranged logically. Frequently, ideas fail to make sense together and are not linked. By thinking hard, reader can usually figure out the line of reasoning.</p>	<p>Writing lacks logical organization. Reader cannot identify a line of reasoning.</p>
<p><i>Purpose</i></p> <p>Mean: 2.56 Standard deviation: 1.17</p>	<p>Writer's purpose is readily apparent to the selected audience and is clear.</p>	<p>Writing has a clear purpose, but may occasionally digress.</p>	<p>Purpose is not clear, nor is it easy to find an implied purpose.</p>	<p>Purpose is generally unclear and/or not even apparent.</p>
<p><i>Tone</i></p> <p>Mean: 2.99 Standard deviation: 0.83</p>	<p>Tone is consistently professional and appropriate for the selected audience and the purpose.</p>	<p>Tone is generally consistent, but may have a few lapses in fit or appropriateness to audience or purpose.</p>	<p>Tone is not consistently appropriate to audience or purpose.</p>	<p>Tone is not appropriate to audience and purpose.</p>
<p><i>Grammar and Mechanics</i> (sentence structure, punctuation, spelling)</p> <p>Mean: 2.67 Standard deviation: 0.87</p>	<p>Sentences are well-constructed. They vary in length and structure, and flow well. Writing is almost error-free, and reads well.</p>	<p>Sentences are functional. Errors are present but do not distract from the meaning.</p>	<p>Confusing sentences. Numerous errors distract reader.</p>	<p>Sentence structure and grammar errors are so numerous that the reader stops reading.</p>

Overall

Number of Papers in Sample: 173

Mean: 2.71

Standard deviation: 0.73