

# **OHIO NORTHERN UNIVERSITY**

## **2007 ANNUAL REPORT ON THE ASSESSMENT OF STUDENT LEARNING**

Academic Program: International Business and Economics (IBEC)

Department: NA

College: Dicke College of Business Administration

Submitted by/Date: Kazuhiisa Matsuda, December 5 2007

The Annual Report on the Assessment of Student Learning consists of three parts.

Part I provides the learning objectives and measures as previously identified.

Part II requests information about assessment activities for the previous academic year.

Part III requests information about programmatic or operational changes occurring or being proposed as a result of assessment activities.

Reports must be submitted by department chairs to the Office of Institutional Research by **December 3, 2007**. Each annual report will be evaluated by the University Assessment Committee and returned to the department chair and the respective Dean by **March 3, 2008**.

### **I. ASSESSMENT PROGRAM COMPONENTS**

*Instructions: Please review the following and make changes as needed.*

#### **A. Learning Objectives**

1. Graduates are firmly grounded in the theory of international business and economics and are able to apply this knowledge to engage in analytical, reflective and flexible thinking.
2. Graduates are able to display an understanding of the global, political, social, economic, legal and regulatory context for business.
3. Graduates display an understanding of and sensitivity to the ethical/social/environmental issues concerning the operational of international business within the global economy.
4. Graduates have developed cross-cultural understanding and foreign language skills.

#### **B. Measurements**

- ETS-Major Field Test
- Evaluation of capstone experience
- Cross Cultural Adaptability Inventory
- Mock Interview Day evaluation
- Placement Data
- Internship (International) experience.

\*For IBEC major, Evaluation of experiential experience (internship) is replaced by international experience.

## II. ASSESSMENT ACTIVITIES FOR 2006-07 (ACADEMIC YEAR)

*Instructions: Please complete the following sections.*

### A. Describe the *measures* used to collect the data?

(Which measures did you use during the past year? Which learning objectives does each measure address? How and when did you administer the measures?)

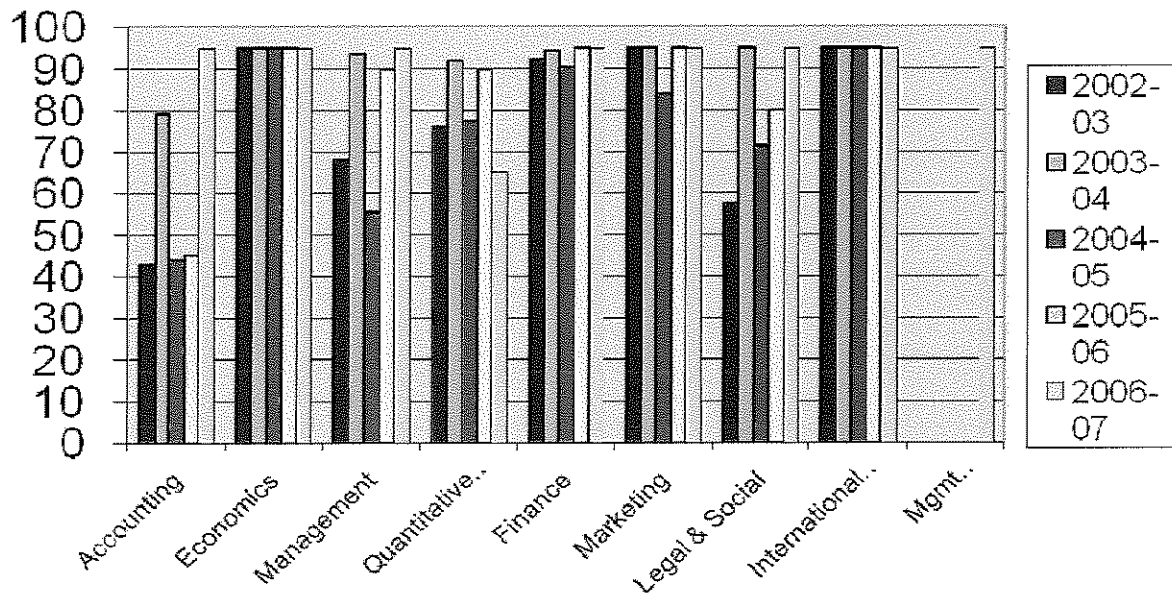
- ETS-Major Field Test addresses the objective No.1 which is “Graduates are firmly grounded in the theory of international business and economics and are able to apply this knowledge to engage in analytical, reflective, and flexible thinking.
- Evaluation of capstone experience addresses the objective No.2 which is “Graduates are able to display an understanding of the global, political, social, economic, legal, and regulatory context for business.
- Evaluation of experiential experience (international experience) addresses the combination of objectives No.1 through No.4.
- Cross Cultural Adaptability Inventory addresses the objective No.3 which is “Graduates display an understanding of and sensitivity to the ethical/social/environmental issues concerning the operation of international business within the global economy and the objective No.4 which is “Graduates have demonstrated cross-cultural understanding and foreign language skills.”
- Mock Interview Day evaluation addresses the combination of objectives No.1 through No.4.
- Placement data address the combination of objectives No.1 through No.4.

<i>MEASURE</i>	<i>LEARNING OBJECTIVE</i>	<i>HOW, WHEN</i>
<i>ETS MFT (Educational Testing Service Major Field Tests) all graduates</i>	<i>1</i>	<i>in February &amp; April</i>
<i>Capstone Presentation Review all CBA faculty</i>	<i>2</i>	<i>In February &amp; Ma; compiled in May</i>
<i>Capstone Project Review by CBA Assessment Committee</i>	<i>2,3,4</i>	<i>Annually in subsequent fall,</i>
<i>Cross-Cultural Adaptability Inventory</i>	<i>3,4</i>	<i>Annually in fall(freshmen</i>
<i>Evaluation of International Experience</i>	<i>1,2,3,4</i>	<i>Continually</i>
<i>Mock Interview Day Evaluation</i>	<i>1,2,3,4</i>	<i>Annually January</i>
<i>Placement data</i>	<i>1,2,3,4</i>	<i>Annually subsequent fall</i>

### B. Present the *results* of the data collection and analysis for each measure listed above.

(Present the data resulting from 2006-07 assessment activities. What are the standards and expectations for performance? Did the students meet the standards? What gaps were found between the standards for student learning and the actual results? *Please do not include any students' names.*)

## ETS Scores IBEC Majors



- The overall performance of IBEC majors is one of the best (if not the best) among five different majors offered by our DCBA.
- IBEC majors achieve at approximately 95th percentile in the field of Accounting, Economics, Management, Finance, Marketing, Legal & Social, and International Issues.
- Note the significant improvement in Accounting and Legal & Social field.
- IBEC majors also showed the improvement in Management.
- The only field in which IBEC majors performed below 95<sup>th</sup> percentile is Quantitative section. To address this, we offer IBEC430 Econometrics which is the most quantitatively advanced course offered at DCBA. This course covers the review of statistics theory and probability theory and proceeds to regression analysis. IBEC majors should be able to perform well in this quantitative field since IBEC courses increased the quantitative rigor.
- IBEC faculty members are committed to keep IBEC major as the most challenging and rewarding major at DCBA. For this purpose, we are constantly making adjustments with respect to course design, course rigor, teaching methods.

### CBA Capstone Project Review

Project Issue	Think & express themselves clearly	Solve problems analytically & creatively	Demonstrate technological knowledge & skills	Demonstrate knowledge, skills & values appropriate to degree
1	4 4 5	3.5 4 5	4 5 5	3.5 5 5
2	5 4.5 5	5 4.5 4	5 4.5 3	5 4.5 5
3	5 5 4.4	5 5 4.0	4 4 4.2	5 5 4.2
4	4 4 4	3.5 4 5	3.5 3 5	4 5 5
5	2 4	3 3	3 5	3 3
6	4 4 3	4.5 5 4	4 4 3	4.5 4 4
7	4 4	4 4	3.8 5	3.8 5
8	3 3.75 5	4 3.8 4	4 3.5 3	3.5 4.4 5
9	4 4	3.5 4	4 4	3.5 3
10	4 3 4.4	3 4 4.5	5 5 4.2	3 5 4.5
11	4.5 3.5 5	4.0 4 4	4.5 3.5 3	4.5 3.5 5
12	4 4.5	4 4.2	4 4.2	4 4.2
13	4.5 5 4	5 3 4	4.5 5 3	4.5 5 4
14	5 5	4 5	4 5	4 5
<b>Mean</b>	<b>4.19</b>	<b>4.11</b>	<b>4.09</b>	<b>4.3</b>

- This was the second year for evaluating the written reports. Reviewers noted variability in project quality and addressing the four General Education outcomes reviewed.
- ‘Demonstrate knowledge, skills & values appropriate to degree’ was the best at 4.3 and ‘Demonstrate technological knowledge & skills’ was the last at 4.09.
- Expectations are that capstone projects are assessed at least at 3.75/5 on all dimensions. These expectations are met.

### Internship Analysis

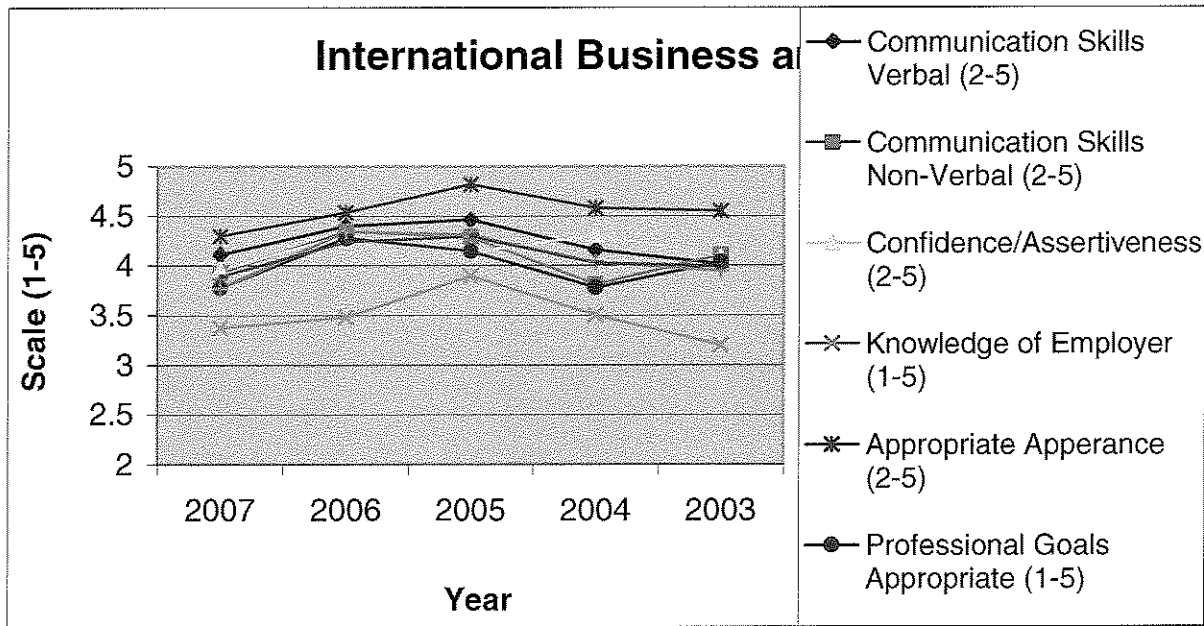
- No IBEC majors had internship for 2006-2007. Internship is replaced by international experience for IBEC majors.

### Cross-Cultural Adaptability Inventory Report

- For 2006-2007 academic year, only two IBEC majors had Cross Cultural Adaptability Inventory Test. We cannot report IBEC’s sample statistic because of insufficient sample size (minimum of five are required).

## Mock Interview Day Report

<b>International Business and Economics</b>								
			<b>2007</b>	2006	2005	2004	2003	2002
Communication Skills Verbal (2-5)			<b>4.11</b>	4.40	4.46	4.16	4.01	4.38
Communication Skills Non-Verbal (2-5)			<b>3.93</b>	4.34	4.29	3.81	4.11	4.14
Confidence/Assertiveness (2-5)			<b>3.96</b>	4.30	4.13	4.31	4.09	4.33
Knowledge of Employer (1-5)			<b>3.37</b>	3.48	3.89	3.50	3.20	3.76
Appropriate Appearance (2-5)			<b>4.30</b>	4.53	4.82	4.58	4.55	4.52
Professional Goals Appropriate (1-5)			<b>3.78</b>	4.28	4.14	3.78	4.04	4.13
Overall Effectiveness (2.4-5.0)			<b>3.77</b>	4.34	4.31	4.03	3.95	4.19
<b>IBEC Overall</b>			<b>3.89</b>	4.24	4.29	4.02	3.99	4.21



- Data show modest declines in all areas; best scores in Appropriate Appearance and worst in Knowledge of Employer.

## Placement Data

Year	Major	Company
2006	IBEC	Marathon Pipe Line LLC
2006	IBEC	Whirlpool Corp
2006	IBEC	Whirlpool Corp
2006	IBEC	Chimera Capital
2006	IBEC	Wells Fargo Financial
2006	IBEC	University of South Carolina
2007	IBEC	Cardinal Health - Dublin
2007	IBEC	Cardullo Photography
2007	IBEC	Epicurean Curinary Group
2007	IBEC, MGMT	Sikorsky Aircraft Company
2007	IBEC	Department of Veterans Affairs
2007	IBEC, MGMT	Not Reported

- IBEC program has the great track record in placing students.
- We are currently trying to improve the quality of the employer and the quality of the job.

### III. PROGRAMMATIC /OPERATIONAL ADJUSTMENTS

*Instructions: Please complete the following sections.*

**A. Describe the *adjustments*, if any, to the program or the program's operations (including budgetary) which are either being proposed or have already been made in order to narrow the gaps identified between learning objectives and actual outcomes.**

(What changes in curriculum, instructional strategies, course content, personnel, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected performance and actual results?)

#### Core Courses

- A Director of Experiential Learning was hired beginning in Fall 2007. Beginning in Fall 2008-09, all majors will be required to complete an internship. This should improve placement. Careers Certificate Program will require all students to complete a course, plus required activities related to Career Planning as part of their degree.
- Capstone course is being moved earlier in Senior year, which should improve non-Accounting majors' Accounting indicator scores on ETS Major Field Test (although this is NOT why change is made).
- Newly adopted Core Curriculum includes a Technology course in Yr 3 that should cause improvement in ETS exam Management Information Systems indicator.

#### IBEC Courses

- For the first time in years, IBEC430 Econometrics is offered to strengthen students' quantitative skills in terms of theory and practice of economics. IBEC430 Econometrics is the most quantitatively advanced course offered at DCBA. This course addresses our learning objective No.1 "Graduates are firmly grounded in the theory of international business and economics and are able to apply this knowledge to engage in analytical, reflective and flexible thinking." This course also uses two industry leading technical computing software MATHEMATICA and SAS enhancing students' ability to apply theory into practice with the state of the art technology.
- International Business courses are adjusted to incorporate ethics to deal with the volatile business settings. Ethics are treated in the third week in IBEC300 Environment of International Business and in the tenth week in IBEC486 International Management. This adjustment addresses our learning objective No.3 which is "Graduates display an understanding of and sensitivity to the ethical/social/environmental issues concerning the operational of international business within the global economy." For this objective, International Business courses invite guest speakers for the discussion of business ethics and implement cross cultural negotiation role playing. This also addresses our learning objective No.3 "Graduates have developed cross-cultural understanding."
- A brand new course IBEC490 Business Opportunities-Global Trade is offered to enhance the learning objective No.2 "Graduates are able to display an understanding of the global, political, social, economic, legal and regulatory context for business."

**B. Describe the *changes* that need to be made to the assessment plan and practices for the future?**

(Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different objectives, measures, analysis, etc. needed? )

- Students were asked to identify their primary major on the ETS test; this did not correct an issue of mis-reporting of double majors, as students report primary majors that don't match the university recording of same data, leading to non-matching data and inaccurate comparisons. This is particularly the case for Management and Marketing majors this year. Changed questions have not significantly corrected this and neither students nor advisors seem to understand the importance of this issue for assessment purposes. This year advisors were asked to encourage students to make certain their intended primary major was indeed recorded as same.
- For 2007-08 students taking the ETS Major Field Test will be given their official major with their logon code. This may eliminate the confusion over matching majors, but until students understand the importance of primary major designations, this will only mask the real problem.
- Career Services 6-month Report should close approximately 20 November; without this report, it is extremely time-consuming to gather accurate placement data. We recommend that this data be shared with each College as soon as the Report closes, (our University Career Development Advisory Committee will request on Dec 11th) with the actual report to be presented formally as Career Services timing and staffing allows.