

Program-Level Assessment: Annual Report

Program Name (no acronyms): **Executive Master of International Business**

Department: **International Business**

Degree or Certificate Level: **Master**

College/School: **Richard A. Chaifetz School of Business**

Date (Month/Year): **OCT 2023**

Assessment Contact:

In what year was the data upon which this report is based collected? **FL22-SP23**

In what year was the program's assessment plan most recently reviewed/updated?

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? **AACSB**

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

All five SLOs were assessed:

SLO 1-Relevant Knowledge

SLO 2- Major Practices (Decision-Making & Analysis):

SLO 3- Apply Knowledge to Broad Competencies (Global Trends)

SLO 4- Communication (Written & Oral)

SLO 5- Professional Integrity (Ethical Decision-Making)

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

SLO 1 - Relevant Knowledge: Students are assessed in International Marketing Strategies (IB5350) and International Business Intelligence and Analytics (IB-5620-01) through class presentations, case reports, and online quizzes. The focus is on evaluating how well students synthesize and apply course-specific knowledge to achieve the learning outcomes.

SLO 2 - Major Practices (Decision-Making & Analysis): This outcome is assessed through the International Business Intelligence Project in the course International Business Intelligence and Analytics (IB-5620-01). The project is structured into three segments:

1. Secondary Data Collection,
2. Coding to automate data extraction from the World Development Indicator database of the World Bank, and
3. Market assessment to determine the target country. This comprehensive project evaluates students' decision-making and analytical skills.

SLO 3 - Apply Knowledge to Broad Competencies (Global Trends): Students apply their knowledge by conducting an international focus group. The assessment encompasses several phases:

- Developing a focus group plan,
- Preparing appropriate questions for the targeted market segment,
- Engaging participants with introductory and exploratory questions,
- Concluding with exit questions,
- Analyzing the data collected,
- Submitting a detailed report on their findings.

SLO 4 - Communication (Written & Oral): Assessments include class presentations, case reports, and online quizzes in both International Marketing Strategies (IB5350) and International Business Intelligence and Analytics (IB-5620-01). The evaluation criteria focus on how effectively students can communicate and synthesize relevant course knowledge.

SLO 5 - Professional Integrity (Ethical Decision-Making): Ethical decision-making is integrated into the International Focus Group exercise, assessing students' ability to navigate ethical challenges. Additionally, a final conceptual test evaluates students' competence in making ethical decisions in international business scenarios.

In addition to the formal assessment of learning outcomes, student feedback was systematically gathered through various interactions throughout the program. Cohort representatives met with the program coordinator on a bi-weekly basis, while the program director held individual meetings with several students throughout the year to ensure a comprehensive evaluation of student experiences and feedback.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

Each instructor initially gathered raw assessment data, and subsequently calculated the respective percentages for performance categories: "Exceeds Expectations," "Meets Expectations," and "Needs Improvement." Based on these findings, they proposed specific strategies to enhance student learning outcomes further.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Nearly all students exceeded expectations across various areas, with the notable exception of SLO5, which focuses on professional integrity—a critical aspect that requires attention. Student comments and feedback also revealed a strong interest in acquiring coding skills pertinent to international business and marketing research.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

The findings indicate significant improvements in students' knowledge (SLO1), communication (SLO4), and decision-making skills (SLO3).

In response to students' expressed interest in advancing their technical skills, the department launched an enhanced learning initiative. This initiative encompasses additional workshops that focus on data extraction and analysis using Python and artificial intelligence technologies.

However, ethics remains a challenging area that the department needs to address and improve further.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

Faculty members from the International Business department convened twice each semester to analyze and discuss assessment data. These meetings aimed to enhance our students' core skill sets and to increase the overall value proposition of the program.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

Based on the latest round of assessment data, we have identified several strategic actions to enhance the educational experience within the Executive Master in International Business (EMIB) program:

1. **Strengthen Analytical Skills:** We aim to maintain and further enhance the analytical capabilities of our students. This includes refining existing modules to emphasize critical thinking and data analysis, integrating more real-world case studies, and increasing the use of analytical tools in coursework.
2. **Enhance Ethical Competence:** To address the need for improved ethical understanding and decision-making, we plan to introduce a comprehensive module focused on global ethics. This module will cover key ethical theories, explore case studies from international contexts, and encourage discussions on ethical dilemmas faced by multinational corporations. The goal is to equip students with the skills to navigate complex ethical issues in their professional lives.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years **as a result of previous assessment data**?

The principal addition to our curriculum has been the course in International Business Intelligence and Analytics (IB-5620-01).

This course focuses on international market research and foreign market intelligence. It provides the skills necessary to conduct multi-country research. Emphasis is thus placed on the collection and analysis of information to aid in developing international business strategies and in integrating them across countries. Students will become familiar with various data collection sources and methods (qualitative and quantitative) for multi-country research and the application of artificial intelligence and automation in international business and marketing research.

B. How has the change/have these changes identified in 7A been assessed?

Was assessed this academic year.

Analytics and AI applications can be intimidating and challenging because of their profound association with math, statistics, programming skills, and other advanced competencies. However, the course instructor introduced a meticulously simplified pedagogical method to teach Python and AI-related applications in this class. The course requires NO technical experience or math or statistical skills.

C. What were the findings of the assessment?

This course, International Business Intelligence and Analytics (IB-5620-01), has significantly improved our students' analytical, decision-making, programming skills, and knowledge of artificial intelligence. However, there's still more work to be done to keep up with the evolving global business demands. We plan to introduce deeper analytics and machine learning content, increase hands-on projects, and incorporate real-world case studies to better prepare our students for future challenges.

D. How do you plan to (continue to) use this information moving forward?

To stay current with the rapidly evolving field, the course content is regularly updated to reflect the latest advancements in artificial intelligence. This ensures that our students are well-equipped with cutting-edge skills relevant to the global market.

However, ethics continues to be an area requiring further enhancement within our program. Recognizing the critical role ethical decision-making plays in international business, we are committed to expanding our ethics education. Plans are underway to integrate more comprehensive ethical training across the curriculum, focusing on global business ethics, corporate responsibility, and sustainable practices. This initiative will help our students develop a robust ethical framework, essential for navigating the complex moral landscapes they will encounter in their professional lives.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

Appendix

Student	Section	SLO2	SLO1	SLO2	SLO3
		Python Code (243458)	Conceptual Test [DUE Feb 12] (261636)	Global Market Opportunity [submit as PDF here] (243419)	International Focus Group (243420)
1	IB-5620-01	98	92	98	95
2	IB-5620-01	96	86	98	96
3	IB-5620-01	96	72	93	95
4	IB-5620-01	96	127	93	95
5	IB-5620-01	94	66	90	95
6	IB-5620-01	96	93	90	95
7	IB-5620-01	96	93	98	95
8	IB-5620-01	96	96	96	95
9	IB-5620-01	96	45	95	95
10	IB-5620-01	96	85	95	97
11	IB-5620-01	96	93	90	95
	Exceeds Expectations	11	9	11	11
	Meets Expectations	0	0	0	0
	Needs Improvement	0	2	0	0

Student	Section	SLO1	SLO1	SLO1	SLO4	SLO4
		Internationalization Strategies for Expanding Globally (172605)	E-Module: Culture & Global Digital Marketing - Symbols, Colors and Values (172612)	Cases	E-Module: Writing Content for Global Digital Media (172611)	Presentation (233471)
1	IB-5350-01	100	100	100	86	100
2	IB-5350-01	100	71	100	86	100
3	IB-5350-01	86	86	100	86	100
4	IB-5350-01	71	71	100	86	100
5	IB-5350-01	100	86	100	86	100
6	IB-5350-01	100	86	100	86	100
	Exceeds Expectations	6	6	6	6	6
	Meets Expectations	0	0	0	0	0
	Needs Improvement	0	0	0	0	0