

International Business Studies, Cert.

Program Description

The purpose of the undergraduate International Business Certificate is to expose students to information and experiences that will prepare them to do business in a global setting. In particular, the certificate requires coursework which will increase competency in the student's business discipline, critical thinking and reflection, and his/her ability to communicate professionally, clearly and with cultural awareness about global business issues. In support of the college's vision of "Advancing the World's Prosperity," the certificate in international business encourages students to develop their understanding of business and culture in the broader global context, which prepares them to approach their careers in business with an enhanced ability to accomplish the vision of our college.

Outcome 1 – Intercultural Knowledge and Competence

Students who complete the certificate requirements will demonstrate enhanced intercultural knowledge and competence as it relates to an international business issue.

Measure 1.1 – Evidence of Critical Thinking and Reflection

In order to obtain a direct assessment FROM FACULTY teaching within the International Business Certificate curriculum, at least one faculty teaching an IBUS course which includes a final paper analyzing an international business issue will be asked to assess each student's capacity for critical thinking and reflection. The critical thinking value rubric based off AAC&U's rubrics will be used to determine if the student exceeds expectations, meets expectations, or does not meet expectations (see rubric under *Supporting Documentation*).

Target 1.1

85% of the students who complete the certificate will receive a rubric score that "Meets Expectations" on every rubric criterion as described in the measure. In other words, 85% of students would be judged able to demonstrate an ability at least adequately to critically assess and/or reflect carefully on the most salient features of an international business issue/case. The target percentage was agreed upon by the faculty and staff in the International Business department based on the findings from the 2018-19 reporting cycle. Since this is the first year taking data for the average of each rubric category for this measure, we will come back to the findings in two years to refer to trend data to see if an adjusted target is needed.

Finding 1.1: Met

The final research papers of four different international business courses taught by four different faculty members were used. COVID-19 forced our spring and summer 2020 study abroad programs to be canceled, and consequently, the international business courses associated with those study abroad programs. Therefore, our sample size this year does not encompass the entire variety of international business courses offered as part of the international business certificate program. Sample data collected from students is attached as a document artifact.

The results showed that **7.1%** exceeded expectations, **79.6%** met expectations, and **13.3%** did not meet expectations overall. Therefore, at least 85% of the students who completed the certificate received an overall rubric score that "Meets Expectations" as described in the measure. In other words, at least 85% of students were judged able to at least adequately demonstrate an ability to critically assess and/or reflect carefully on the most salient features of an international business issue/case.

The breakdown of results by averages for each individual rubric category is shown in the table below.

	Exceeds Expectations	Meets Expectations	Does not meet expectations
Explanation of Issues	8.2%	80.0%	11.85%
Influence of context and assumptions	5.9%	76.5%	17.6%
Student's position	7.1%	82.4%	10.5%
OVERALL	7.1%	79.6%	13.3%

The breakdown of results by averages for each individual rubric category shows that fewer students met expectations for the influence of context and assumptions criterion. In other words, fewer students were judged able to at least adequately demonstrate an ability to identify own and others' assumptions and several relevant contexts when presenting a position on an international business issue/case in their paper. Since this is the first year taking data for the average of each rubric category for this measure, we will come back to the findings in two years to refer to trend data.

Use of Results 1.1

Our findings indicated that at least 85% of students within the international business certificate curriculum were judged able to at least adequately demonstrate an ability to critically assess and/or reflect carefully on the most salient features of an international business issue/case. We collected data from four different international business courses. COVID-19 forced our spring and summer 2020 study abroad programs to be canceled, and consequently, the international business courses associated with those study abroad programs. Therefore, our sample size this year does not encompass the entire variety of international business courses offered as part of the international business certificate program.

During the previous assessment cycle, we stated that the syllabi of these courses indicated that only three out of the four courses required students to participate in a pre-departure presentation on a research topic of the country/region they were traveling to as part of the study abroad component of the course. In order to increase the number of students that are able to meet expectations in the next three-year period, the international business certificate program intended for all international business courses tied to a study abroad faculty-led program to require an assignment where students must research and give a pre-departure

presentation based on the country/region they are travelling to for the course. The study abroad program leaders are identified as the responsible parties for making the necessary adjustments for assignments in their course syllabi.

For this current assessment cycle, the syllabi of these courses still indicated that only three out of four courses required students to participate in a pre-departure presentation. The results for students who exceeded expectations decreased from 10.5% to 7.1% and students who met expectations decreased from 82.0% to 79.6%. In order to increase the number of students that are able to meet expectations in the next three-year period, the international business certificate program intends for all international business courses tied to a study abroad faculty-led program to require an assignment where students must research and give a pre-departure presentation based on the country/region they are traveling to for the course. The pre-departure presentation will serve as a foundation to allow room for improvement when writing their final research paper after the study abroad trip. The director of the international business certificate program is identified as the responsible member for communicating and checking with all study abroad program leaders to include a pre-departure presentation in the list of assignments for the course. With the assumption that study abroad programs will resume summer 2021, all international business courses tied to a study abroad faculty-led program starting summer 2021 should require an assignment where students must give the pre-departure presentation.

Furthermore, this is the first year taking data for the average of each rubric category for this measure. The findings showed that the influence of context and assumptions rubric category had the least number of students who met expectations. In order to increase the number of students that are able to meet expectations in the next three-year period for the influence of context and assumptions rubric category, the feedback from study abroad program leaders on pre-departure presentations should focus specifically on how students can better identify own and others' assumptions and several relevant contexts when presenting a position on an international business issue/case in their presentations. Since this is the first year taking data for the average of each rubric category for this measure, we will continue to collect data and come back to the findings in two years to refer to trend data.

Outcome 2 – Global Awareness

Students who complete the requirements of the certificate will demonstrate enhanced global awareness.

Measure 2.1 – Evidence of Cultural Awareness & Appreciation

In order to obtain a direct assessment FROM FACULTY teaching within the International Business Certificate curriculum, at least one faculty who teaches an international business course which includes a written blog or journal will be asked to assess students' capacity of cultural awareness and appreciation of cultures different than their own. Since a minimum of 30 program days abroad are required to earn the certificate, it is particularly important that we attempt to capture the impact of that requirement. The global learning rubric based off AAC&U's rubrics will be used to determine if the student exceeds expectations, meets expectations, or does not meet expectations (see rubric under *Supporting Documentation*).

Target 2.1

85% of the students who complete the certificate will receive a rubric score that "Meets Expectations" on every rubric criterion as described in the measure. In other words, 85% of students would be judged able to at least adequately demonstrate their cultural awareness and appreciation of cultures different than their own. The target percentage was agreed upon by the faculty and staff in the International Business department based on the findings from the 2018-19 reporting cycle. Since this is the first year taking data for the average of each rubric category for this measure, we will come back to the findings in two years to refer to trend data to see if an adjusted target is needed.

Finding 2.1: Met

The written blogs/journals of four different international business courses taught by four different faculty members were used. COVID-19 forced our spring and summer 2020 study abroad programs to be canceled, and consequently, the international business courses associated with those study abroad programs. Therefore, our sample size this year does not encompass the entire variety of international business courses offered as part of the international business certificate program. Sample data collected from students is attached as a document artifact.

The results showed that **37.6%** exceeded expectations, **54.9%** met expectations, and **7.5%** did not meet expectations overall. Therefore, at least 85% of the students who completed the certificate received an overall rubric score that "Meets Expectations" as described in the measure. In other words, at least 85% of students were judged able to at least adequately demonstrate their cultural awareness and appreciation of cultures different than their own.

The breakdown of results by averages for each individual rubric category is shown in the table below.

	Exceeds Expectations	Meets Expectations	Does not meet expectations
Global Self-Awareness	21.2%	68.2%	10.6%
Cultural Diversity	43.5%	49.4%	7.1%
Cultural Attitudes	48.2%	47.1%	4.7%
OVERALL	37.6%	54.9%	7.5%

The breakdown of results by averages for each individual rubric category shows that fewer students exceeded expectations for the global self-awareness rubric criterion compared to the cultural diversity and cultural attitudes rubric criteria. In other words, fewer students were judged able to at least adequately demonstrate an ability to effectively address significant issues based on articulating one's identity in a global context and articulating insights into own cultural rules and biases. Since this is the first year taking data for the

average of each rubric category for this measure, we will come back to the findings in two years to refer to trend data.

Use of Results 2.1

Our findings indicated that at least 85% of students within the international business certificate curriculum were judged able to at least adequately demonstrate their cultural awareness and appreciation of cultures different than their own. We collected data from four different international business courses. COVID-19 forced our spring and summer 2020 study abroad programs to be canceled, and consequently, the international business courses associated with those study abroad programs. Therefore, our sample size this year does not encompass the entire variety of international business courses offered as part of the international business certificate program.

The syllabi of these courses indicated that only one out of the four courses required students to participate in a self-assessment tool that analyzes professional capacity and personal preferences based on one's own culture. This self-assessment was completed as a pre-departure assignment prior to traveling as part of the study abroad component of the course. In order to increase the number of students that are able to meet expectations in the next three-year period, the international business certificate program intends for all international business courses tied to a study abroad faculty-led program to require an assignment where students must complete a related self-assessment tool. A few examples of tools available include the Hofstede Culture Compass, Intercultural Development Inventory, and Global Perspective Inventory. The pre-departure self-assessment tool will serve as a foundation to allow room for students to develop global self-awareness and cultural diversity and cultural attitudes of their own prior to traveling to a different country/region. The study abroad program leaders are identified as the responsible parties for making the necessary adjustments for assignments in their course syllabi. The director of the international business certificate program is identified as the responsible member for communicating and checking with all study abroad program leaders to include a self-assessment tool in the list of assignments for the course. With the assumption that study abroad programs will resume summer 2021, all international business courses tied to a study abroad faculty-led program starting summer 2021 should require an assignment where students must complete a self-assessment tool.

Furthermore, this is the first year taking data for the average of each rubric category for this measure. The findings showed that fewer students exceeded expectations for the global self-awareness rubric criterion compared to the cultural diversity and cultural attitudes rubric criteria. In order to increase the number of students that are able to meet expectations in the next three-year period for the global self-awareness rubric category, the self-assessment tool prior to traveling will be particularly important for students to demonstrate an ability to effectively address significant issues based on articulating one's identity in a global context and articulating insights into own cultural rules and biases. Since this is the first year taking data for the average of each rubric category for this measure, we will continue to collect data and come back to the findings in two years to refer to trend data.

Outcome 3 – Professional, Clear, and Concise Communication

Students who complete the requirements of the certificate will demonstrate an ability to articulate through writing their position on an international business issue in a professional, clear and concise way.

Measure 3.1 – Evidence of Professional, Clear, and Concise Communication

In order to obtain a direct assessment FROM FACULTY teaching within the International Business Certificate curriculum, at least one faculty who teaches an international business course which includes a final presentation (which itself includes written and spoken deliverables) will be asked to evaluate students' capacity to communicate professionally, clearly, and concisely about an issue related to international business. The oral communication and written communication rubrics based off AAC&U's rubrics will be used to determine if the student exceeds expectations, meets expectations, or does not meet expectations (see rubric under *Supporting Documentation*).

Target 3.1

85% of the students who complete the certificate will receive a rubric score that "Meets Expectations" on every rubric criterion as described in the measure. In other words, 85% of students would be judged able to at least adequately demonstrate professional, clear, and concise communication about an issue related to international business. The target percentage was agreed upon by the faculty and staff in the International Business department based on the findings from the 2018-19 reporting cycle. Since this is the first year taking data for the average of each rubric category for this measure, we will come back to the findings in two years to refer to trend data to see if an adjusted target is needed.

Finding 3.1: Met

The final oral presentations of four different international business courses taught by four different faculty members were used. COVID-19 forced our spring and summer 2020 study abroad programs to be canceled, and consequently, the international business courses associated with those study abroad programs. Therefore, our sample size this year does not encompass the entire variety of international business courses offered as part of the international business certificate program. Sample data collected from students is attached as a document artifact.

The results showed that **25.9%** exceeded expectations, **67.4%** met expectations, and **6.7%** did not meet expectations overall. Therefore, at least 85% of the students who completed the certificate received an overall rubric score that "Meets Expectations" as described in the measure. In other words, at least 85% of students were judged able to at least adequately demonstrate professional, clear, and concise communication about an issue related to international business.

The breakdown of results by averages for each individual rubric category is shown in the table below.

	Exceeds Expectations	Meets Expectations	Does not meet expectations
Professional Language	27.1%	67.1%	5.8%
Organization	27.1%	65.9%	7.0%
Clear context and purpose	23.5%	69.4%	7.1%
OVERALL	25.9%	67.4%	6.7%

The breakdown of results by averages for each individual rubric category does not show significantly more or fewer students meeting and exceeding expectations in one skill over another as described in the measure. In other words, at least 85% of the students who completed the certificate were judged able to at least adequately demonstrate professional language choices, organizational pattern, and clear context and purpose about an issue related to international business. Since this is the first year taking data for the average of each rubric category for this measure, we will come back to the findings in two years to refer to trend data.

Use of Results 3.1

Our findings indicated that at least 85% of students within the international business certificate curriculum were judged able to at least adequately demonstrate professional, clear, and concise communication about an issue related to international business. We collected data from four different international business courses. COVID-19 forced our spring and summer 2020 study abroad programs to be canceled, and consequently, the international business courses associated with those study abroad programs. Therefore, our sample size this year does not encompass the entire variety of international business courses offered as part of the international business certificate program.

During the previous assessment cycle, we stated that the syllabi of these courses indicated that only three out of the four courses required students to participate in a pre-departure presentation on a research topic of the country/region they were traveling to as part of the study abroad component of the course. In order to increase the number of students that are able to meet expectations in the next three-year period, the international business certificate program intended for all international business courses tied to a study abroad faculty-led program to require an assignment where students must research and give a pre-departure presentation based on the country/region they are travelling to for the course. The study abroad program leaders are identified as the responsible parties for making the necessary adjustments for assignments in their course syllabi.

For this current assessment cycle, the syllabi of these courses still indicated that only three out of four courses required students to participate in a pre-departure presentation. The results for students who exceeded expectations decreased from 28.4% to 25.9% and students who met expectations increased from 67.1% to 67.4%. In order to continue increasing the number of students that are able to meet expectations in the next three-year period, the international business certificate program intends for all international business courses tied to a study abroad faculty-led program to require an assignment where students must research and give a pre-departure presentation based on the country/region they are

traveling to for the course. The pre-departure presentation will serve as a foundation to allow room for improvement when making their final presentations after the study abroad trip. The director of the international business certificate program is identified as the responsible member for communicating and checking with all study abroad program leaders to include a pre-departure presentation in the list of assignments for the course. With the assumption that study abroad programs will resume summer 2021, all international business courses tied to a study abroad faculty-led program starting summer 2021 should require an assignment where students must give the pre-departure presentation.

Furthermore, this is the first year taking data for the average of each rubric category for this measure. The findings do not show significantly more or fewer students meeting and exceeding expectations in one skill over another as described in the measure. Since this is the first year taking data for the average of each rubric category for this measure, we will continue to collect data and come back to the findings in two years to refer to trend data.

Status Update on a Previous Action

A similar formal action plan was established during the AY 17-18 assessment cycle for two out of the three student learning outcomes: 1) Critical Thinking and Reflection, and 2) Professional, Clear, and Concise Communication. The action plan that was implemented in AY 17-18 states that the syllabi of the international business courses with a study abroad component should require students to participate in a pre-departure presentation on a research topic of the country/region they are traveling to. In order to increase the number of students that meet expectations in the next three-year period, the international business certificate program intended for all international business courses tied to a study abroad faculty-led program to require an assignment where students must research and give a pre-departure presentation that studies the economic, social, political and international relations as well as the business practices, culture and institutional structure of countries. Since study abroad courses happen throughout the academic year, it was the responsibility of the study abroad faculty leader to identify the appropriate timeline in their course syllabi to assign the pre-departure presentation. Additionally, the faculty teaching the course will be engaged with providing constructive criticism and notes on the pre-departure presentation that enables students to use such comments to improve their final research paper and presentation.

However, this change was not completed as intended. Not all courses implemented the pre-departure presentation assignment. Based on the internal and OIEE feedback, it will be important in the future for the certificate program leadership to have a central check to make sure a pre-departure presentation is included as an assignment in the syllabus.

During the AY 2017-18 cycle, two out of the four international business courses that were assessed had a pre-departure presentation assignment.

During the AY 2018-19 cycle, three out of the four international business courses that were assessed had a pre-departure presentation assignment.

During the AY 2019-20 cycle, three out of the four international business courses that were assessed had a pre-departure presentation assignment.

In the AY 17-18, AY 18-19, and AY 19-20 cycles, the targets were for 85% of the students to receive an overall rubric score that is "Meets Expectations" or higher as described in the measure. For all three assessment cycles, the targets were met for both student learning outcomes: 1) Critical Thinking and Reflection, and 2) Professional, Clear and Concise Communication.

	SLO 1: Critical Thinking and Reflection	SLO 2: Professional, Clear, and Concise Communication
AY 17-18	5.2% exceeded expectations 80.7% met expectations 14.0% did not meet expectations	22.0% exceeded expectations 68.6% met expectations 9.3% did not meet expectations
	TOTAL 85.9% met or exceeded	TOTAL 90.6% met or exceeded
AY 18-19	10.5% exceeded expectations 82.0% met expectations 7.5% did not meet expectations	28.4% exceeded expectations 67.1% met expectations 4.5% did not meet expectations
	TOTAL 92.5% met or exceeded	TOTAL 95.5% met or exceeded
AY 19-20	7.1% exceeded expectations 79.6% met expectations 13.3% did not meet expectations	25.9% exceeded expectations 67.4% met expectations 6.7% did not meet expectations
	TOTAL 86.7% met or exceeded	TOTAL 93.3% met or exceeded

The trend data shows that the target percentage of students who met or exceeded expectations increased between AY 17-18 and AY 18-19 and increased between AY 17-18 and AY 19-20 for both student learning outcomes. The data suggests that having an increase in the number of international business courses with the pre-departure assignment also increased the percentage of students who met or exceeded expectations. For future cycles, we would like to see having all international business courses with the pre-departure assignment resulting in an even higher percentage of students who meet or exceed expectations.

Additionally, the trend data shows that the target percentage of students who met or exceeded expectations between AY 18-19 and AY 19-20 decreased for both student learning outcomes even though there was the same number of international business courses with the pre-departure assignment. For future assessment cycles, next steps could be to identify what study abroad programming could have caused this difference. For example, the AY 19-20 assessment cycle looked at data only from winter break study abroad programs (due to other 2020 programs being canceled) while AY 18-19 assessment cycle looked at data from both winter break and summer study abroad programs. Another example could be to look at measures associated with study abroad programs that convert to an online delivery and the inclusion of virtual components from the intended destination.

The above trend data is based on the overall rubric scores. The AY 19-20 assessment cycle is the first year taking data for the average of each individual rubric category. Since this is the first year taking data for the average of each rubric category for this measure, we will continue to collect data and come back to the findings in two years to refer to trend data.

Supporting Documentation

Program: Internal Business Studies, Certificate

CRITICAL THINKING VALUE RUBRIC

	Exceeds Expectations 4	3	Meets Expectations 2	Does not meet expectations 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown	Issue/problem to be considered critically is stated without clarification or description
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and critically evaluates the relevance of contexts when presenting a position	Identifies own and others' assumption and several relevant contexts when presenting a position	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa)	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious

Source: <https://www.aacu.org/value/rubrics/critical-thinking>

Program: Internal Business Studies, Certificate

GLOBAL LEARNING VALUE RUBRIC

	Exceeds Expectations 4	Meets Expectations 3	2	Does not meet expectations 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context; can articulate insights into own cultural rules and biases	Evaluates the global impact of one's own and others' specific local actions on the natural and human world; recognizes new perspectives about own cultural rules and biases	Analyzes ways that human actions influence the natural and human world; identifies own cultural rules and biases	Identifies some connections between an individual's personal decision-making and certain local and global issues; shows minimal awareness of own cultural rules and biases
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews
Cultural Attitudes	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives; initiates and develops interactions with culturally different others	Asks deeper questions about other cultures and seeks out answers to these questions; begins to initiate and develop interactions with culturally different others	Asks simple or surface questions about other cultures; expresses openness to most, if not all, interactions with culturally different others	States minimal interest in learning more about other cultures; receptive to interacting with culturally different others

Source: <https://www.aacu.org/value/rubrics/global>

Program: Internal Business Studies, Certificate

WRITTEN AND ORAL COMMUNICATION VALUE RUBRIC

	Exceeds Expectations 4	3	Meets Expectations 2	Does not meet expectations 1
Professional Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is professional and appropriate to the audience	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is professional and appropriate to the audience	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is generally professional and appropriate to the audience	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not professional and not appropriate to the audience
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) intermittently observable	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable
Clear context and purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context)	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions)	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience)

Source: <https://www.aacu.org/value/rubrics/written-communication>

<https://www.aacu.org/value/rubrics/oral-communication>