



MOORE

THE DARLA MOORE SCHOOL OF BUSINESS
UNIVERSITY OF SOUTH CAROLINA

**Assessment and Assurance
of Student Learning**

**International MBA
Program Assessment Report
2009**

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Part I.
Moore School of
Business
Assessment and
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Overview

Moore School Assessment and Assurance of Learning Overview

Introduction

Our assessment mission is to assure that student learning is achieved in all Moore School degree programs. Our two primary goals are to develop effective and efficient processes for assuring student learning goals are met, and to utilize assessment results to continually innovate and improve our programs.

Because each Moore School academic program has distinct student populations serving the demands of various employer groups, unique assessment plans are developed for each program. Each program has specific learning goals. Each goal is measureable. Measures are taken to evaluate student learning, and feedback loops are used to assure program improvements are made.

An important function of assessment is to assist the school and its faculty members in efforts to continuously improve programs and courses. Assurance of learning to demonstrate accountability is another important reason to assess learning accomplishments. No programming and activity outcomes of the school will be as important to stakeholders' determination of our success as knowing the Moore School students' learning accomplishments when compared against the learning goals. Measures of learning can assure external constituents such as potential students, advisory boards, trustees, public officials, supporters, and accrediting bodies that the Moore School's learning goals and educational mission are being met.

This section provides an overview of our assessment processes and procedures.

Assessment Processes and Procedures

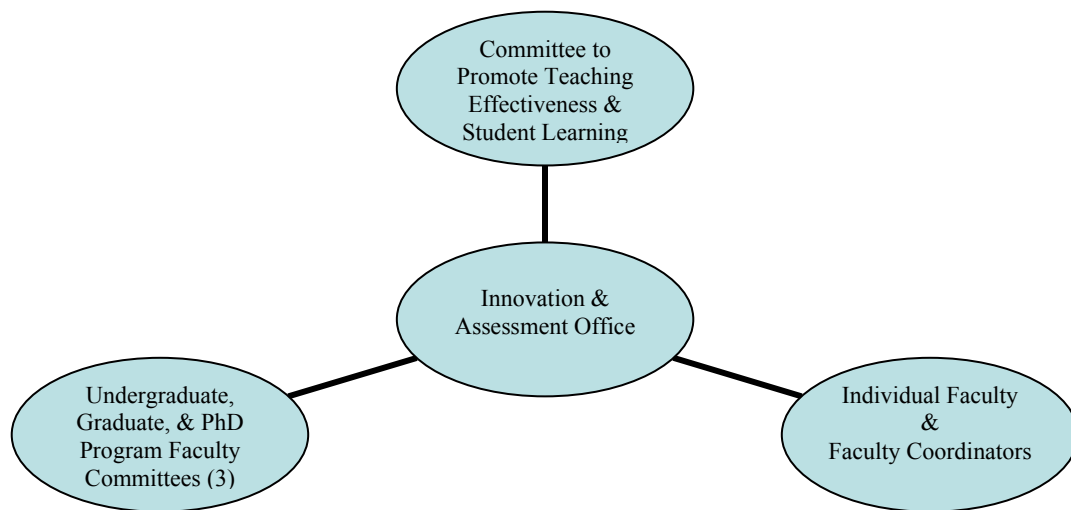
For each program, an *assessment plan* is developed consisting of the following components:

- a. **Learning goals** – desired educational accomplishment of the program, consistent with the Moore School's mission
- b. **Measures and rubrics** – data to be collected and analytic tools for each measure
- c. **Evaluation** – process for analyzing data (evaluators, action plans)
- d. **Feedback loop** – process for disseminating results to program committees and faculty such that continuous improvement initiatives can be developed and implemented

For each program, a *timeline of activities* is developed. The timeline is a matrix of key activities pertaining to each learning goal including:

- | | |
|--|--------------------------------|
| i. Course or other venue for data collection | viii. Rubric designed |
| ii. Course or other venue coordinator | ix. Data evaluated |
| iii. Academic term for data collection | x. Results disseminated |
| iv. Measure to be used | xi. Actions planned |
| v. Measure designed | xii. Action plans disseminated |
| vi. Measure administered | xiii. Action plans implemented |
| vii. Data collected | xiv. Assessment plans revised |

The diagram below captures the organizational mechanisms used to develop, oversee, and implement faculty-driven assessment activities.



The Innovation & Assessment Office serves as our coordinating mechanism for assessment activities. Led by a full-time tenured faculty member, our Chief Innovation & Assessment Officer, this Office works closely with individual faculty and faculty committees throughout the school to maintain and enhance an assurance of learning culture that focuses on outcomes-based assessment and innovation. Oversight of assessment plans, processes and procedures is maintained by the Committee to Promote Teaching Effectiveness and Student Learning (CPTESL). The CPTESL is chaired by the Chief Innovation & Assessment Officer, and consists of faculty representatives from each Moore School department. In this way, ownership of the assessment function is matrixed between a dedicated central unit in the School and the faculty throughout the disciplines.

Assessment data are collected and analyzed by the Innovation & Assessment Office. Results are distributed to and reviewed by faculty in one of two ways. For department-centric programs (BSA, MACC, MAEcon, MHR), results are distributed to the Department Chair and the faculty coordinator*, who facilitate discussion and completion of action plans within the department. For school-wide programs (BSBA, IMBA, EIMBA, PMBA, PhD), a committee is formed consisting of the program's faculty coordinator, one or more members of the CPTESL, the Associate Dean (for undergraduate or graduate programs), the Chief Innovation & Assessment Officer, and other faculty as appropriate, who review the assessment results and complete action plans for curricula and assessment improvements. All action plans are then reviewed and

* Each master degree program has a faculty coordinator; the faculty coordinators are members of the Graduate Program Faculty Committee.

discussed by the appropriate [Undergraduate, Graduate, PhD] Program Faculty Committee[†].

Results and action plans are then shared with faculty who teach the courses from which the assessment data were collected. The assessment loop for each program is closed with assessment plan revisions discussed and approved by the CPTESL, dissemination of results and action plans to faculty, and implementation of the curricula and assessment changes outlined in the action plans. The next assessment cycle provides insights into the effectiveness of the curriculum and assessment changes implemented as a result of the action plans.

Measurements and Results

Our first assessment plans were developed in 2004-05 by a faculty committee appointed by the Dean's Office. A full-time Assessment Coordinator was hired that year, first reporting to an Associate Dean of Administration, and currently to the Chief Innovation and Assessment Officer. All assessment processes are now managed in the Innovation and Assessment Office.

All of our learning goals are assessed using course embedded measures. These include exam questions, written case analyses, written reports, and oral presentations. All are individual student work. Exceptions are student peer evaluations used to assess certain goals related to teamwork and communication effectiveness, and IMBA internship supervisor rubrics used to assess integration of business concepts and skills.

To date, we have not used standardized tests (e.g. ETS) to assess student learning. We are in the process of benchmarking peer and aspirant institutions on their use of and satisfaction with standardized tests.

In 2008-09 we piloted the use of a simulation-based business knowledge and decision making skills assessment (Comp-XM) in the BSBA program. We implemented a "pre and post" design in which a group of juniors completed the simulation early in the Fall semester as they were just beginning most of their core functional business courses, as did another group of seniors in their final (Spring) semester as part of our capstone Strategic Management course. Results from this pilot were very encouraging – we saw dramatic improvement in students' business knowledge and decision making skills when comparing seniors' simulation test scores to those of juniors. We plan to continue using Comp-XM in the BSBA program. In the future we will be able to make direct pre and post assessments (i.e., the Fall 2008 results can be compared to those in Spring 2010 for the same cohort of students). We are further evaluating Comp-XM's applicability in our PMBA and EIMBA programs.

[†] All Faculty Program Committees are comprised of faculty representatives from each Moore School department, one of whom serves as chairperson. The Undergraduate Assistant Dean and Graduate Assistant Dean are ex officio members of the UPFC and GPFC, respectively. The Chief Innovation & Assessment Officer is an ex officio member of the UPFC, GPFC, and PhDFC.

In 2008-09, we completed assessments of all learning goals for all degree programs with the exception of our PhD Program.* Moving forward, we plan to complete assessments of each program every 2-3 years. Thus in the coming years we will be able to assess student learning longitudinally.

Summary

Having now closed the loop on all degree programs (except our PhD program due to small class size and long program duration), we are pleased with the extent of faculty participation and enthusiasm in our assessment activities. Our immediate goal for 2009-10 is increasing the pace of our assessment activities (accelerating to a 2-3 year assessment cycle for all degree programs). The organizational mechanisms in place appear effective in involving many faculty in our processes, and efficient in that the majority of administrative procedures reside in the Innovation & Assessment Office. The processes have resulted in curriculum changes as well as plans for improving future assessments.

Our Innovation & Assessment Office faculty and staff annually attend AACSB workshops, as well as vendor webinars on assessment tools and techniques. We regularly participate in benchmarking activities for best assessment practices from other business schools and higher education institutions. In summary, assurance of student learning has become part of the expected and regular ongoing processes at the Moore School.

* Due to low PhD enrollments and the average five year length of the program, we have limited data available on student learning despite continual assessment of PhD students. We anticipate closing the PhD program assessment loop in 2009-10 or 2010-11. Indirect assessments (student research publications, presentations, placements, and formal annual faculty evaluations of student performance) all reflect positively on student learning. Also note that MIB is a newly approved program, admitting the first cohort of students in Fall 2009. An assessment plan and matrix have been developed, and assessment data collection will begin in Fall 2009.

Part II.

Executive

Summary

Assessment Activities for the International Master of Business Administration Program Fall 2005 – Spring 2009

Background

The purpose of this report is to outline the assessment activities of the International Master of Business Administration (IMBA) program. The assessment of the IMBA program relies heavily on direct assessments conducted in required IMBA courses and required IMBA curriculum components, e.g. internships, overseas language study etc. The assessment plan also incorporates indirect assessment methods using surveys of exiting students to gauge the effectiveness of the program. A complete analysis of these activities is contained in this report.

History and Oversight of Assessment Activities

In the spring of 2005, the Dean, Associate Dean of Academics and the Associate Dean of Administration created a task force whose sole purpose was to draft an assessment plan that included learning goals and assessment methods for each degree program within the Moore School of Business. The task force was comprised of tenured faculty members from four departments within the Moore School. The assessment plan for the IMBA program was drafted by a tenured faculty member in the International Business department. The faculty member had extensive teaching experience in the IMBA program.

At the time the original assessment plan for the IMBA program was drafted, the program offered three tracks for completion of the degree. The first was a Language Track which combined business education with intensive language training in one of eight languages. The Global Track, focused on business factors affecting a region of the world and prepared students to work anywhere in the global business community. The European Track, was an all-English language program with classes taught at both the Wirtschaftsuniversitat Wien (Vienna University of Economics and Business Administration) in Vienna, Austria and at the Darla Moore School of Business at the University of South Carolina which offered students an opportunity to earn dual MBA degrees from both institutions.

In the summer of 2005, the Moore School hired an Assessment Coordinator to collect and report on the assessment of student learning, she reported to the Associate Dean of Administration. Faculty oversight of the assessment activities for the IMBA program was to be carried out by the IMBA Program Executive Committee.

Over time, the assessment activities, program tracks and faculty oversight of the IMBA program was redesigned with the arrival of a new administration. A new Dean, and an Associate Dean of Research and Academics were hired in the fall of 2007, and a new position of Deputy Dean replaced the Associate Dean of Administration. In the same semester, the IMBA program eliminated the European Track as an option for completion of the IMBA degree. However, the school maintained its partnership with Wirtschaftsuniversitat Wien to offer student exchange programs for IMBA students. An Innovation and Assessment Office was established in the fall of 2008 and a new position of Chief Innovation & Assessment Officer was created to direct the assessment activities of the school. The Committee to Promote Teaching Effectiveness and Student Learning (CPTESL) was created with the responsibility of reviewing and approving all revisions or changes to assessment plans. An IMBA Program Task Force was created to review

all aspects of the IMBA program. A new committee, the Graduate Program Faculty Committee, replaced the IMBA Program Executive Committee. All decisions regarding graduate programming and curriculum were to be determined jointly between the IMBA Program Task Force and a new Graduate Program Faculty Committee.

Methods

Coordination of assessment activities for the IMBA program was initiated by the Assessment Coordinator for the school. In general, the Assessment Coordinator would contact instructors of the courses and discuss which existing activities in their courses would be sufficient for assessing the IMBA program learning goals. In the fall of 2005, when the coordination of activities began as outlined in the assessment plan for the IMBA program, concerns raised by instructors of the courses required that the plan be modified immediately. First, assessments in the courses originally identified in the assessment plan, Global Strategic Management (DMSB 711) and Global Entrepreneurship (DMSB 721) were removed from the assessment plan. These courses were selected to assess Learning Goal (1), knowledge of business operations in a global setting. The two courses were offered at the start of the program and were two weeks in length. For this reason, the instructors of DMSB 711 and DMSB 721 believed the courses were scheduled too early in the program for students to have a solid grasp of the learning goal.

Additionally, the assessment plan called for course assessments in Globalization and Corporate Responsibility (DMSB 722) and Leadership Skills and Ethical Behavior (DMSB 723) course, both of which were not offered until Fall 2006. As a result, the program assessments conducted in the 2005-2006 academic year consisted of a French language skills test and a peer evaluation in the combined course International Management (DMSB 714)/International Organizational Behavior (DMSB 720).

The IMBA curriculum underwent significant changes during the 2006-2007 academic year. In the fall of 2006 samples of students' assignments from the new courses in Globalization and Corporate Responsibility and Leadership Skills and Ethical Behavior, were collected. Responses from managers who supervised IMBA students during the required summer internship experience were collected by the Assessment Coordinator for an assessment of IMBA students' business acumen and their abilities to integrate concepts and skills in the functional areas of business. The students' written reports from the internships were also used for an assessment of written communication skills in English. Most importantly, for the 2006-2007 academic year, the IMBA program established partnerships with overseas institutions to provide language instruction, which offered IMBA students greater language and culture immersion in their countries of study. Assessments of students' French, German, Portuguese, and Spanish language skills were conducted in 2006-07 and 2007-08. This change resulted in major improvements seen in students' foreign language communication skills.

In the summer of 2008, two additional required IMBA courses, Decision Analysis (DMSB 712) and Global Marketing Management (DMSB 716) were added to the assessment plan to assess decision making skills that incorporated analytical and global dimensions.

Lastly, in the fall of 2008, the International Management (DMSB 714) course replaced Global Strategic Management (DMSB 711) and Global Entrepreneurship (DMSB 721) as the course in which to assess students' knowledge of business operations in a global setting.

Annually, Educational Benchmarking Inc.(EBI) was contracted to provide an indirect assessment of the IMBA program. EBI administered an on-line survey to students about their experiences while in the program. Institution-specific questions were drafted by program administration and added to the survey in order to obtain students' perceptions of specific aspects of the IMBA program and to identify ways in which the program could be improved.

Major Findings & Recommendations

Effective communication in English and in languages of study

Over 96 percent of students met or exceeded expectations on their written internship reports. When the assessment process began in 2005, students in the French language track studied French at the College of Arts and Science at USC's Columbia campus. Since changing the delivery of language instruction, students scores on the Test d'evaluation de Francais (TEF) administered by the French Chamber of Commerce, improved over 17 percent.

Teamwork skills

The results of the first peer evaluation in DMSB 714 showed that 94% of students either strongly or almost strongly agreed that the members of their team attended group meetings regularly and completed his or her assigned tasks on time. Ninety-five percent of students responded that each member's contribution was significant in the completion of the group project. In DMSB, 716, 98 percent of students made significant contributions to their teams' efforts.

Integration of concepts and skills on a functional areas of business

The lowest percentage of students meeting or exceeding expectations across the supervisor evaluations was 90%, indicating that students are acquiring functional area concepts and skills in the IMBA core courses that they can apply in their required internships.

Knowledge of global business operations

On average, 87 percent of students met or exceeded expectations on developing knowledge of global business operations.

In general, students performed at a satisfactory level on all learning goals. There was room for improvement in decision-making skills areas identified in the Global Marketing Management course. Detailed results and action plans for each learning goal can be found in this report.

As a result of the assessment findings, some updates to the IMBA assessment plan will take place. A summary of some of these changes is listed below:

- A target of 70% of students meeting or exceeding expectations for each learning goal and assessment measure will be established.
- English oral presentation opportunities need to be included in the curriculum to assess oral communication effectiveness
- The case study rubric used to assess global, ethical, and culturally diverse dimensions of business will be streamlined so that it will more specifically assess these areas.

Most importantly, assessment results will be communicated to the faculty oversight committees every two years so that feedback can be used to improve the IMBA curriculum on a more regular basis.

Assessments of all IMBA learning goals that were collected from the fall of 2005 through the spring of 2009 were compiled within the Innovation and Assessment Office. Results were forwarded to the instructor of the course and to faculty representatives who made up the IMBA Assessment Task Force in the spring of 2009. The Task Force reviewed the results and developed action plans for each learning goal.

Finally, all of the plans made by the IMBA Program Task Force were presented at a meeting of the Graduate Program Faculty Committee (GPFC) for discussion also in the spring of 2009. At this meeting, the GPFC concurred with the recommendations contained in the Action Plan Forms that were presented by the Task Force with no changes. The loop was closed with the results and action plans presented to the Committee to Promote Teaching Effectiveness and Student Learning, dissemination of results and action plans to all faculty teaching courses from which learning goals were assessed and with the revision of the IMBA Assessment Plan for 2010.

Part III.

Assessment

Plan and

Matrix

Assessment Plan for the International MBA Program in Business

A. Learning Goals for the International MBA Program

The Darla Moore School of Business International Master of Business Administration (IMBA) program is an exciting, cutting edge, graduate program that prepares students for management careers in today's increasingly global business environment. The IMBA program employs the following set of ambitious learning goals.

- (1) Our students will acquire knowledge of business operations in a global setting. They will be able to recognize the opportunities and threats for individuals, companies and countries created by the growth of globalization.
- (2) Our students will be able make competent business decisions using creative decision-making skills that include analytical, global, ethical and culturally diverse dimensions.
- (3) Our students will be able to integrate the concepts, knowledge and skills they acquire from courses in the functional area of business. They will be able to deal with business problems from the integrated perspective of a business as a whole.
- (4) Our students will develop leadership skills to function successfully in a multi-cultural environment.
- (5) Our students will develop team skills to be contributing members of an effective global team.
- (6) Our students will become effective communicators, in English and other languages as identified in their program of study.

B. Assessment Methods

(1) Direct Assessments

Students enrolled in the International Master of Business Administration program are exposed to the concepts necessary for them to obtain the skills associated with program learning goals. These direct assessments will be supplemented by indirect assessments in the form of periodic surveys of graduates of the IMBA program.

An outline of the assessment activities for the IMBA program is provided below:

DMSB 714: International Management is a course all students enrolled in the IMBA program must take. Final exam questions testing students' mastery of the underlying theories of global business operations will be used to assess Learning Goal (1) Knowledge of Global Business Operations.

DMSB 712: Decision Analysis and DMSB 722: Globalization and Corporate Responsibility are required courses each student in the IMBA program will take in the first-year of the program.

Both of these courses serve as excellent sources of data that can be used to assess Learning Goal (2). In order to assess analytic decision making skills, results to questions embedded in exams in the Decision Analysis course will be collected. The questions require students to use quantitative skills to solve business problems. As part of the Globalization and Corporate Responsibility course, students will successfully prepare a written analysis of a specific case that includes global, ethical and culturally diverse dimensions. Students will be assessed on their understanding of the underlying issues relevant to the case, along with their abilities to offer defensible recommendations.

The Internship Supervisor Evaluation should be completed by all supervisors of students enrolled in the IMBA Program who complete a summer internship. All students are required to complete a summer internship either within or outside of their native country. The internship is a key learning mechanism for the consolidation of business skills developed as part of the IMBA program. At the conclusion of the internship, each student's supervisor is asked to evaluate the student's performance in the areas of professionalism and business acumen. Emphasis is placed on how concepts learned during the core curriculum were applied to actual business situations. Results from the responses to the Internship Supervisor Evaluation will be used to assess students with respect to Learning Goal (3).

DMSB 723: Leadership Skills and Ethical Behavior is a course each student in the IMBA program will take in his first-year. As part of this course, each student prepares a Personal Leadership Development Plan (PLDP) which will be evaluated for evidence of self-reflection, understanding of leadership capacity, as well as successful leadership traits exhibited in the student's responses to various components of the PLDP. A scoring rubric will be used to evaluate the responses with respect to Learning Goal (4), Leadership Skills.

Peer evaluations in *DMSB: 714 International Management* and *DMSB 716: Global Marketing Management* will be used to assess Learning Goal (5), teamwork skills. Students completing group assignments in each of these courses will be asked to respond to questions about their fellow team members' performance on group activities. The peer evaluations will be assessed for evidence of teamwork ability.

To assess Learning Goal (6), Effective Communication, all students enrolled in the IMBA Program who complete a summer internship are required to prepare a two-page paper that explains in detail the full business skills used in the internship. This paper will be evaluated for written communication ability using a standard scoring rubric for master's level writing assignments.

Additionally, students enrolled in the IMBA Language Tracks are required to complete a language-skills test in their language of study. The results of language skills tests will be used to further assess students' oral and written communication abilities.

(2) Indirect Assessments

An exit survey of students graduating from the IMBA program will be administered in the spring semester of the students' second year of the program. This survey will be supplemented by an alumni survey of IMBA graduates conducted five years and ten years after graduation. The

purpose of these surveys will be to assess the how completing the IMBA 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 Office of Innovation and Assessment will be responsible for the administration and dissemination of the exit survey results, and will coordinate with the Office of Alumni Relations to develop any alumni survey instruments to be used for assessment.

C. Evaluation of Assessment Data

In collaboration with the Office of Innovation and Assessment, the IMBA Academic Coordinator, the Committee to Promote Teaching Effectiveness and Student Learning, and other faculty involved in the IMBA Program determine courses from which student work can be assessed for each learning goal, develop rubrics, and identify faculty with the necessary expertise to complete the assessments. Samples of student work are collected from faculty by the Office of Innovation and Assessment. Results are tabulated and reports are generated by the Office of Innovation and Assessment and forwarded to the IMBA Assessment Task Force. The IMBA Task Force recommends program, curriculum, and/or assessment changes, which are then presented to the Graduate Program Faculty Committee for review. Revisions or changes to the assessment plan are reviewed and require approval by The Committee to Promote Teaching Effectiveness and Student Learning, which provides faculty oversight of all assessment activities. The loop is closed by revising the IMBA assessment plan and disseminating all results and action plans to IMBA faculty.

Description of the Assessment Matrix

The Assessment Matrix outlines the timeline of activities of key activities pertaining to each learning goal. A description of each column from left to right of the matrix is as follows:

Learning Goals

These are the abbreviated learning goals for the degree program as established in the program's assessment plan.

Course (or other venue for data collection)

This points to the specific course or program activity that will be used to assess the learning goal.

Coordinators

Typically the "coordinator" is the instructor of the course. In cases where there are multiple instructors of a course, a course coordinator serves as the main point of contact for all assessment activities for the learning goal. The course coordinator works with the other instructors of the course so that the assignments used for assessment are common across all sections of the course. The course coordinator also collects and may summarize the assessment results before passing the data on to the Assessment Coordinator for the school.

Term

In order to schedule when data will be collected, and to develop plans for future assessments, this column reflects the term the assessment activity actually took place. Assessments may be conducted during the fall, spring or summer terms.

Measure

This column reflects what specific activities or assignments will be collected from the course coordinator that addresses the learning goal

Measure designed

This column represents whether or not the chosen measure assessment activity or assignment in the course has been determined and developed.

Measure administered

This column represents whether the chosen measure assessment activity or assignment has been administered and completed by students enrolled in the course.

Data Collected

This column tells whether the Assessment Coordinator has collected the students' results from the course coordinator.

Rubric Designed

Many assessments that are collected require specifically designed scoring rubrics to aid external evaluators in assessing the quality of the students' work. The column indicates if necessary rubrics have been designed.

Data Evaluated

This indicates whether the Innovation and Assessment Office (IAO) has received the scored results back from either the external reviewer or the course coordinator and if IAO has summarized the results for dissemination to the appropriate program committees.

Results Disseminated

Once summarized, the results in the form of a report are forwarded to the appropriate program committees for discussion. Action Plan Forms are also distributed with the results. This column indicates whether the results have indeed been forwarded.

Actions Planned

Once the appropriate assessment committee has had the opportunity to review and discuss the results, the committee must discuss the impact of the results on the program and what programmatic changes, if any, will be made as a result of the assessment. This column indicates whether the feedback loop has been closed and actions will be taken for the program.

IMBA Program Assessment Matrix

Learning Goals	Course	Course Title	Coordinators	Term	Measure	Measure Designed	Measure Administered	Data Collected	Rubric Designed	Data Evaluated	Results Disseminated	Actions Planned	
Knowledge of Global Business Operations	DMSB 714	International Mgt.	Dr. Tatiana Kostova	Fall 08	Final exam	✓	✓	✓	✓	✓	✓	✓	
Analytical, global, ethical and cultural decision making skills	DMSB 712	Decision Analysis	Dr. Pat Philipoom	Summer 08	Final exam	✓	✓	✓	✓	✓	✓	✓	
	DMSB 722	Globalization & CR	Dr. Andy Spicer	Summer 07	Case Analyses	✓	✓	✓	✓	✓	✓	✓	
Integration of functional business concepts	Internship	Internship	Internship Advisors	Fall 06	Internship Supervisor	✓	✓	✓	✓	✓	✓	✓	
			Internship Advisors	Summer 08	Evaluations	✓	✓	✓	✓	✓	✓	✓	✓
Leadership Skills	DMSB 723	Leadership & Ethics	Dr. David Sluss	Fall 06	Personal Dev. Plans	✓	✓	✓	✓	✓	✓	✓	
Team Skills	DMSB 716	Global Mktg. Mgt.	Dr. Martin Roth	Fall 08	Peer Evaluations	✓	✓	✓	✓	✓	✓	✓	
	DMSB 714	International Mgt.	Dr. Tatiana Kostova	Fall 06	Peer Evaluations	✓	✓	✓	✓	✓	✓	✓	
Effective communication	Internship	Internship	Internship Advisors	Summer 07	Student Reports	✓	✓	✓	✓	✓	✓	✓	
	Language Skills Tests	French	Mr. Louis Dessau	Spring 05	TEF	✓	✓	✓	✓	✓	✓	✓	✓
		French	Mr. Louis Dessau	Spring 07	TEF	✓	✓	✓	✓	✓	✓	✓	✓
		French	Ms. Cynthia Wharton	Spring 08	DELF/DALF	✓	✓	✓	✓	✓	✓	✓	✓
		German	Ms. Cynthia Wharton	Fall 07	SIT	✓	✓	✓	✓	✓	✓	✓	✓
		German	Ms. Cynthia Wharton	Spring 08	TELC	✓	✓	✓	✓	✓	✓	✓	✓
		Portuguese	Mr. Louis Dessau	Spring 07	CELPE	✓	✓	✓	✓	✓	✓	✓	✓
		Portuguese	Mr. Louis Dessau	Spring 08	CELPE	✓	✓	✓	✓	✓	✓	✓	✓
		Spanish	Mr. Louis Dessau	Fall 06	Exige Exam	✓	✓	✓	✓	✓	✓	✓	✓
		Spanish	Mr. Louis Dessau	Spring 07	Exige Exam	✓	✓	✓	✓	✓	✓	✓	✓
		Spanish	Mr. Louis Dessau	Fall 07	Exige Exam	✓	✓	✓	✓	✓	✓	✓	✓
		Spanish	Mr. Louis Dessau	Spring 08	DELE	✓	✓	✓	✓	✓	✓	✓	✓
		Spanish	Mr. Louis Dessau	Spring 08	ITESM Exam	✓	✓	✓	✓	✓	✓	✓	✓

*Notes: ✓ indicates that the assessment data was disseminated to and actions planned were completed by a formal MSR curriculum committee

Part IV.
Learning Goals and
Assessment Results
for the
International
MBA Program

Learning Goal #1

Knowledge of Global Business Operations

- **Narrative**
- **Results Summary**
- **Rubric**
- **Assessment Results**
- **Action Plan Form**

Narrative for Learning Goal 1: Knowledge of Global Business Operations

The assessment of Learning Goal (1) was conducted in the International Management (DMSB 714) course using five essay questions contained in the final exam for the course.

The International Management exam questions, asked students various questions concerning conducting business in a global environment. The questions contained in the final exam asked students to consider the implementation of cross functional/cross cultural decision making teams, explore transforming a fictional company from a global area structure to a global product divisional structure and to decide which structure is better for a company, and to explain the approaches to control for multinational corporations (MNCs).

A sample of 24 exams were collected by the Assessment Coordinator and were forwarded to an external reviewer for evaluation. The external reviewer was an emeritus faculty member within the International Business department, who still teaches undergraduate and graduate International Business courses for the Moore School.

The rubric used to score the exam questions was developed jointly by the Assessment Coordinator for the school and a tenured faculty member who was the instructor of the course. The rubric employed a 3-point scale, where 1 was “Below Expectations”, 2 was “Meets Expectations” and 3 was “Exceeds Expectations”.

IMBA students performed exceptionally well on this assessment. Across the five exam questions 79 percent was the lowest percentage of IMBA students meeting or exceeding expectations, which came from the question related to cross-cultural decision making teams. Over 96 percent of students responded with highly effective solutions met or exceeded expectations to the question regarding global area vs. global product divisional structure.

This assessment was useful for the program because it helped to identify a need for more discussion or readings on cross cultural decision making teams in the International Management course.

The results of this assessment were compiled by the Innovation and Assessment Office and were forwarded to the IMBA Assessment Task Force for review in the spring of 2009. Action items that resulted from the discussion of the assessment results can be found in the Results Summary and are contained in the Action Plan Form that is included in this section.

Results Summary of Learning Goal 1

Student Learning Goal #1: Knowledge of Global Business Operations						
Performance Criteria	Assessment Method(s)	Sources Assessment	Measures	Time of Data Collection	Instructor of Course	Evaluators of Results
Scores on exam questions	Course-embedded	DMSB 714 – International Management	Final Exam	Fall 2008	Dr. Tatiana Kostova	IMBA Assessment Taskforce and the GPFC
<p>Results: On average 87% of students are meeting or exceeding expectations on developing knowledge of global business operations. Across the five exam questions used for the assessment, 79% was the lowest percentage of IMBA students meeting or exceeding expectations. Based on these results, Goal 1 is being accomplished. Across the five questions, the weakest (albeit strong) performance was students understanding of the value and use of cross-cultural decision making teams. Additional time and/or readings on this topic will be integrated into DMSB 714.</p> <p>Actions (March 19, 2009): The assessment data, analysis, and results seem effective. The report provided to faculty would benefit from presenting the overall results first, followed by the results for the individual questions. In the development/update of the IMBA Assessment Plan, target goals of 70% meeting or exceeding expectations will be set for each learning goal and individual assessment measure.</p> <p>Next Cycle: 2010 – 2012</p>						

Rubric to Evaluate Learning Goal 1: Knowledge of Global Business Operations

Evaluation for the DMSB 714 Final Exam

Student Name:

Evaluated by:

Question 1: Your company is considering the implementation of cross cultural Decision -making teams (Le., consisting of employees located in different country subsidiaries) and you have been asked for an opinion.				
Objective(s)	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
a) Make an argument <u>for</u> the use of such teams.	Student can make no more than 2 arguments for the use of such teams	Student can make at least 3 arguments for the use of such teams	Student can make 6-7 arguments for the use of such teams	
b) Make an argument <u>against</u> the use of such teams.	Student can make no more than one arguments against the use of such teams	Student can make at least 2 arguments against the use of such teams	Student can make 3 arguments against the use of such teams	
c) State your personal recommendation and why?	Student can make no more than one recommend-ation and state why	Student can make 2 recommend-ations and state why	Student can make 3 recommend-ations and state why	

Rubric to Evaluate Learning Goal 1: Knowledge of Global Business Operations

Question 2a: You are considering two alternative ways of organizing the international operations of your company - global area structure and global product divisional structure. Compare and contrast the two structures. What are their advantages and disadvantages?				
Objective(s)	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
a) Diagram the advantages of global area Structure	Student can name no more than one advantage of global area structure	Student can name 2 advantages of global area structure	Student can name 3 advantages of global area structure	
b) Diagram the disadvantages of global area Structure	Student can name no more than one disadvantage of global area structure	Student can name 2 disadvantages of global area structure	Student can name 3-4 disadvantages of global area structure	
c) Diagram the advantages of global product divisional Structure	Student can name no more than one advantage of global product divisional structure	Student can name 2-3 advantages of global product divisional structure	Student can name 4 advantages of global product Divisional structure	
d) Diagram the disadvantages of global Product divisional Structure	Student can name no more than one disadvantage of global product divisional structure	Student can name 2-3 disadvantages of global product divisional structure	Student can name 4 disadvantages of global product divisional structure	

Rubric to Evaluate Learning Goal 1: Knowledge of Global Business Operations

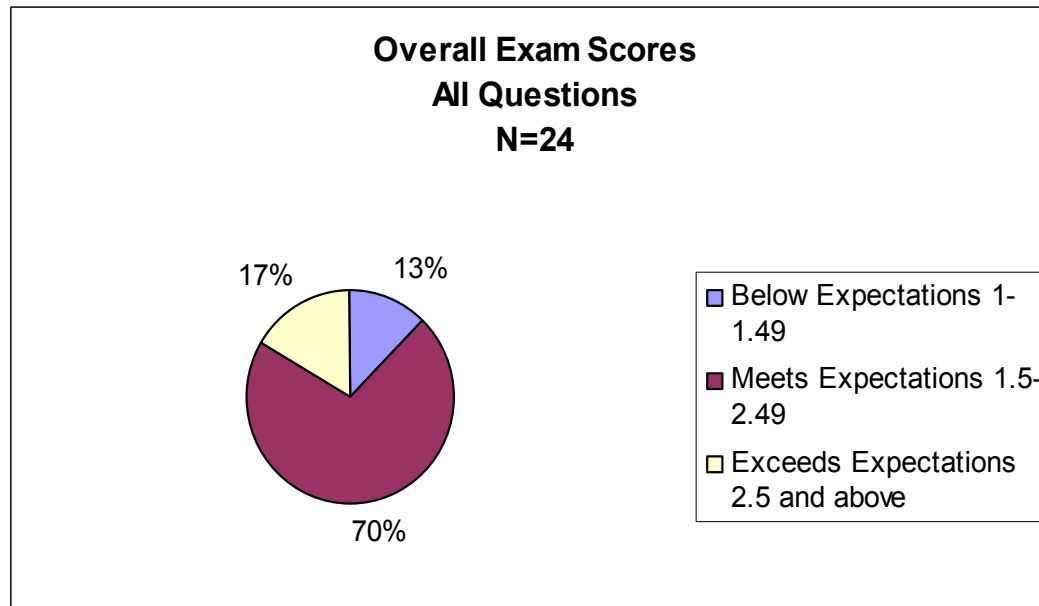
Question 2b. How would you decide which structure is better for Company? What criteria would you use in choosing one over the other?				
Objective(s)	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
Select a strategy and link the chosen strategy to the appropriate organizational structure	Student was unable to select a strategy and link the chosen strategy to the appropriate organizational structure	Student was able to select a strategy and link the chosen strategy to the appropriate organizational structure using one criterion	Student was able to select a strategy and link the chosen strategy to the Appropriate organizational structure using multiple criteria	
Explain the criteria used in making the decision	Student was unable to explain the criteria used in making the decision	Student was able to explain the criterion used in making the decision	Student was able to explain all of the criteria used in making the decision	

Question 3a: Your company has been experiencing difficulties in controlling your foreign subsidiaries and you have been asked to provide an opinion on how to address this issue. What approaches do MNCs, in general, use to control their foreign operations? Which of these approaches, in your view, are the least and the most effective?

Objective(s)	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
a) Name the approaches MNCs use to address difficulties in controlling foreign subsidiaries.	Student can name no more than 1 approach to control to address difficulties in controlling foreign subsidiaries	Student can name 2-3 approaches to control to address difficulties in controlling foreign subsidiaries	Student can name 4 Approaches to control to address Difficulties in Controlling foreign subsidiaries	
b) State which of these approaches is the least effective.	Student can not state which of these approaches is least effective	Student can state at least one least effective approach	Student can state two of the least effective Approaches	
c.) Give an explanation for why these approaches are least effective.	Student can not give an explanation for why the approach is least effective	Student can give an explanation for one of the approaches which is least effective	Student can give an explanation for two of the Approaches which are least effective	
d) State which of these approaches, are the most effective?	Student can not state which of these approaches is most effective	Student can state at least one approach that is most effective	Student can state two of the most effective Approaches	
e.) Give an explanation for why these approaches are most effective	Student can not give an explanation for why the approach is most effective	Student can give an explanation for one of the approaches which is most effective	Student can give an explanation for two of the Approaches which are most effective	

Assessment Results for Learning Goal 1: Knowledge of Global Business Operations
Final Exam Results
DMSB 714 – International Management
Fall 2008

Exam Averages

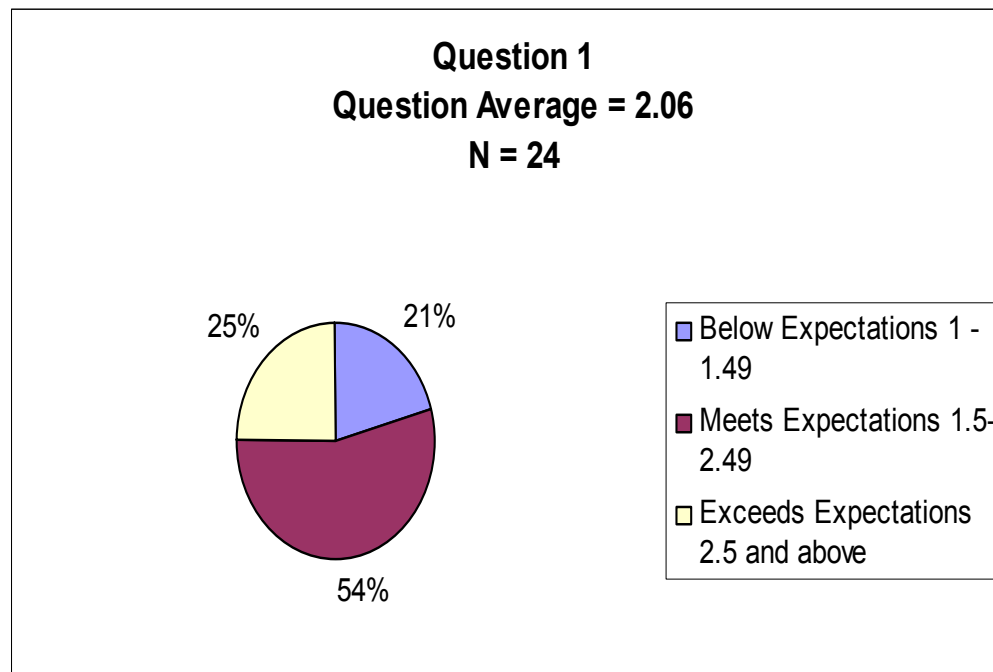


Question 1:

Your company is considering the implementation of cross cultural decision –making teams (i.e., consisting of employees located in different country subsidiaries) and you have been asked for an opinion

Objectives:

- **Make an argument for the use of such teams**
- **Make an argument against the use of such teams**
- **State your personal recommendation and why?**



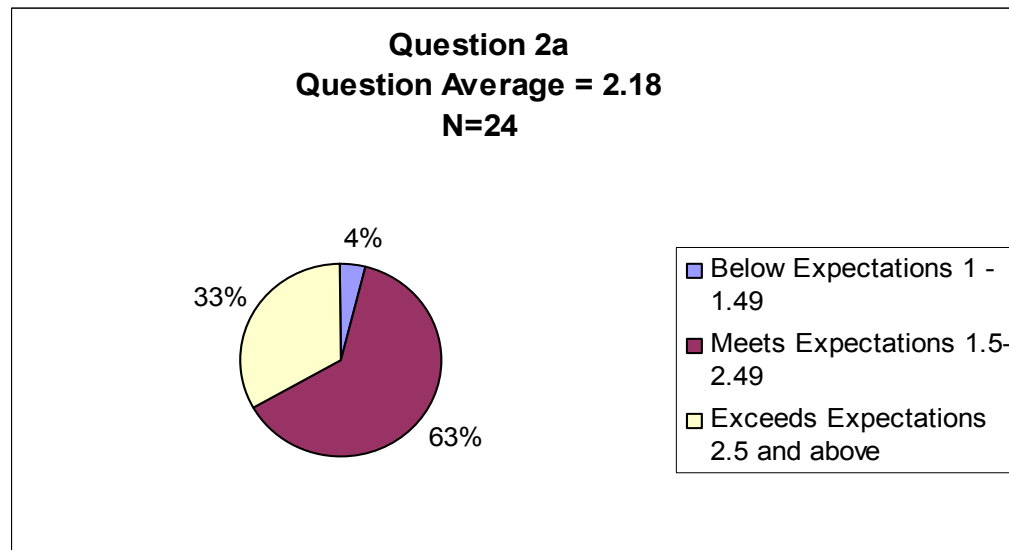
Question 2a

You are considering two alternative ways of organizing the international operations of your company - global area structure and global product divisional structure.

Compare and contrast the two structures. What are their advantages and disadvantages?

Objectives:

- Diagram the advantages of global area structure
- Diagram the disadvantages of global area structure
- Diagram the advantages of global product divisional structure
- Diagram the disadvantages of global product divisional structure

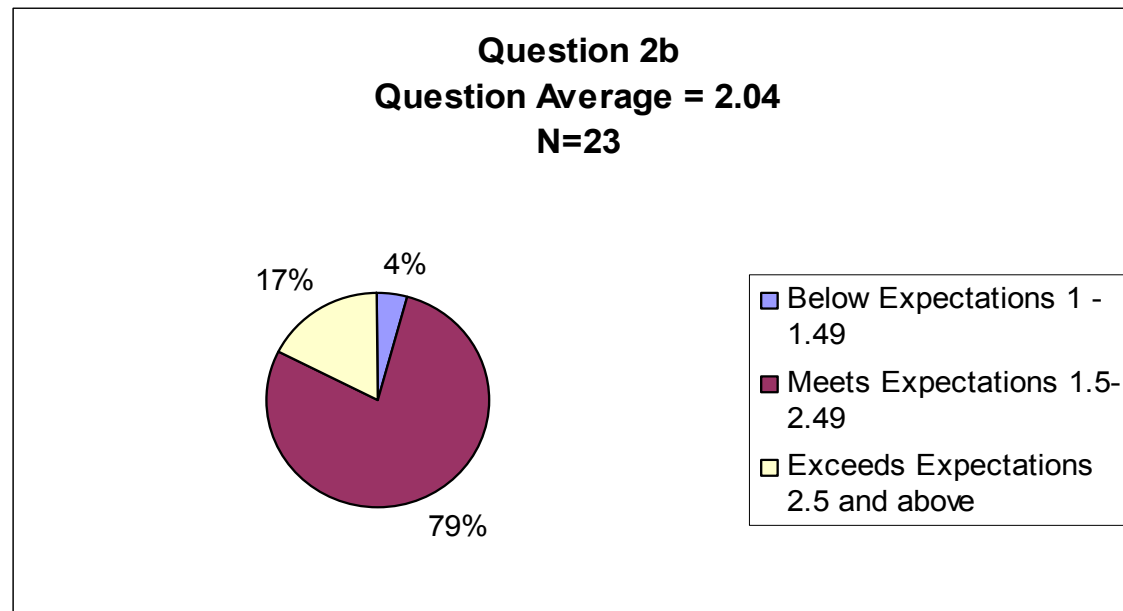


Question 2b

**How would you decide which structure is better for your company?
What criteria would you use in choosing one over the other?**

Objectives:

- **Select a strategy and link the chosen strategy to the appropriate organizational structure**
- **Explain the criteria used in making the decision**

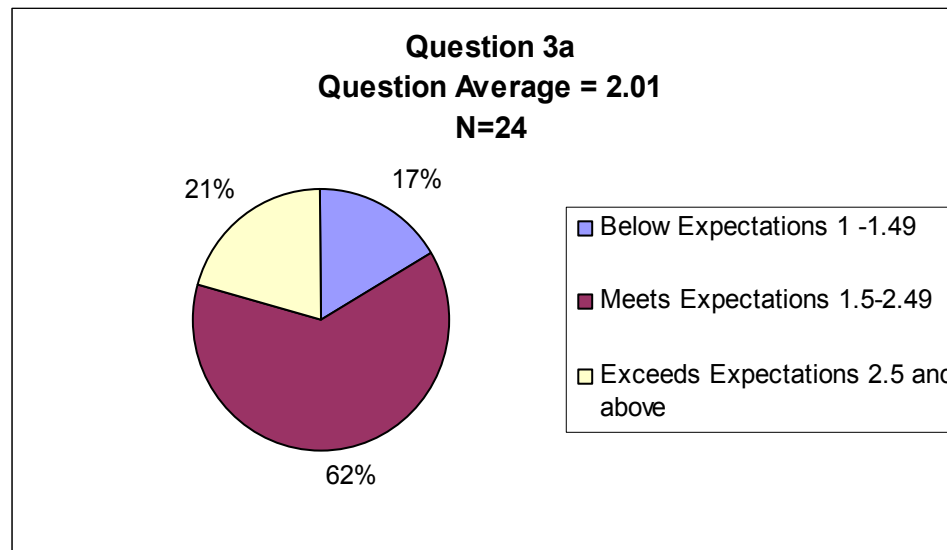


Question 3a

Your company has been experiencing difficulties in controlling your foreign subsidiaries and you have been asked to provide an opinion on how to address the issue. What approaches do MNCs, in general, use to control their foreign operations? Which of these approaches, in your view, are the least and the most effective?

Objectives:

- Name the approaches MNCs use to address difficulties in controlling foreign subsidiaries
- State which of these approaches is the least effective
- Give an explanation for why these approaches are least effective
- State which of these approaches are the most effective
- Give an explanation for why these approaches are most effective

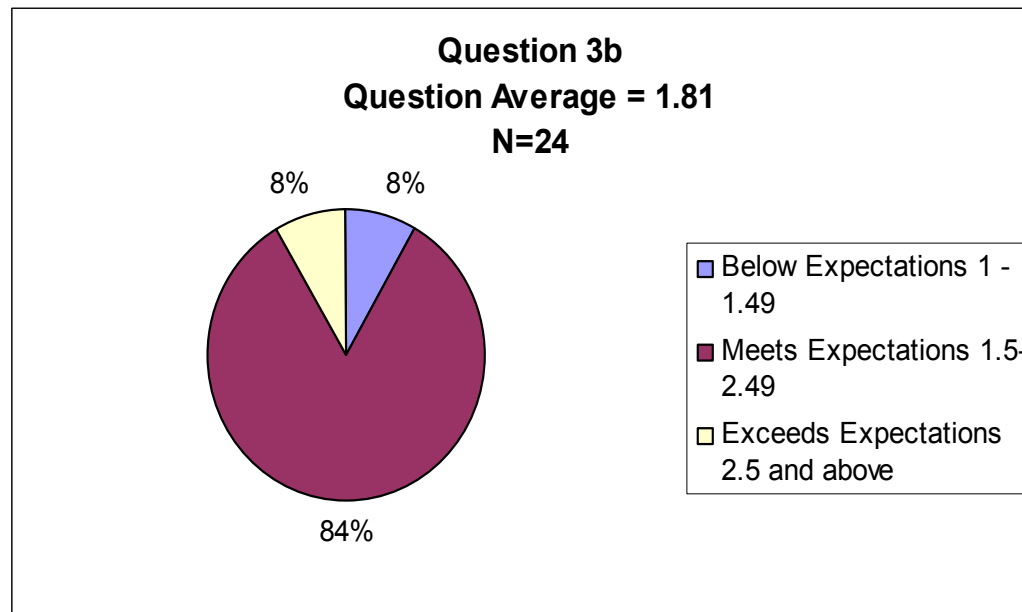


Question 3b

How would you go about implementing the most effective approach to control (strategic control or normative control) above? Be specific-suggest concrete organizational initiatives that should help in establishing this type of control.

Objectives:

- Select the most effective approach to control from the two options
- Suggest concrete organizational initiatives that should help in establishing the chosen type of control



Assessment Action Plan Form for Learning Goal 1

Degree Program: International Master of Business Administration (IMBA)

Committee: IMBA Assessment Taskforce/ GPFC

Learning Goal: Knowledge of Global Business Operations (Learning Goal 1)

Date: March 19, 2009

Assessment Activity/Course: Final Exam/DMSB 714 International Management. Fall 2008

Questions

What do the assessment results mean for the program?

On average 87% of students are meeting or exceeding expectations on developing knowledge of global business operations. Across the five exam questions used for the assessment, 79% was the lowest percentage of IMBA students meeting or exceeding expectations. Based on these results, Goal 1 is being accomplished.

As a result of this assessment, what curriculum changes will be made?

Across the five questions, the weakest (albeit strong) performance was students understanding of the value and use of cross-cultural decision making teams. Additional time and/or readings on this topic will be integrated into DMSB 714.

As a result of this assessment, what other actions will be taken for this program?

None identified at this time.

What, if anything, could make the assessment more effective?

The assessment data, analysis, and results seem effective. The report provided to faculty would benefit from presenting the overall results first, followed by the results for the individual questions.

General Comments:

In the development/update of the IMBA Assessment Plan, target goals of 70% meeting or exceeding expectations will be set for each learning goal and individual assessment measure.

Learning Goal #2

Decision making skills that incorporate analytical, global, ethical and culturally diverse dimensions

- **Narrative**
- **Results Summary**
- **Rubric**
- **Assessment Results**
- **Action Plan Form**

Narrative for Learning Goal 2: Decision Making Skills that Incorporate Analytical, Global, Ethical and Culturally Diverse Dimensions

The assessment of Learning Goal (2) was conducted in three parts: (1) responses to two final exam questions in the Decision Analysis course; (2) responses to a case assignment in the Globalization and Corporate Responsibility course; and (3) responses to one final exam question in the Global Marketing Management course.

The assessments in the Decision Analysis (DMSB 712) and Global Marketing Management (DMSB 716) courses were conducted to assess IMBA students' analytical decision making skills. In the Decision Analysis course, students were asked to solve statistics problems related to business using concepts covered in the course such as regression analysis and understanding the difference between practical and statistical significance. A total of 25 students were sampled in the summer of 2008. The rubric used to score the exam questions was developed by the instructor of the course. The rubric employed a five point maximum across both exam questions. Results were forwarded by the instructor of the course to the Assessment Coordinator. Overall results of the assessment showed that roughly 88 percent of students met expectations for three of the five exam questions. For the question related to understanding the difference between practical and statistical significance, only 52 percent of students met or exceeded expectations.

In order to assess IMBA students' knowledge of the global, ethical and culturally diverse dimensions of decision making, a case administered to the students enrolled in the Globalization and Corporate Responsibility (DMSB 722) course in the fall of 2006 was utilized. The case required students to respond to the issues and ramifications of addressing the AIDS epidemic in Africa. A rubric originally developed by the Department of Management to score a business case was used for assessment. The rubric employed a 5-point scale where 1 was "Unsatisfactory" and 5 was "Outstanding". A total of 24 students were sampled and the cases were evaluated an emeritus faculty member in the International Business who is still engaged with the in the areas of teaching and research. Results of the assessments were positive with 41 percent of students exceeding expectations on the criterion for the case that dealt specifically with the roles of culture, social political environment and corporate social responsibility. A total of 89 percent of students met expectations on this same criterion. .

The third assessment of analytical decision making skills was conducted in the fall of 2008 in the Global Marketing Management course (DMSB 716). For this assessment, a total of 25 students were sampled. Student responses to one question in the final exam for the course were used. The question required students to choose the lowest cost (domestic or alternative) alternative to source production for a particular product. The rubric to score the exam question was developed by the instructor of the course. The rubric employed a 3-point scale, where 1 was "Below Expectations", 2 was "Meets Expectations" and 3 was "Exceeds Expectations". The sampled exams were collected by the Innovation and Assessment Office and forwarded to an emeritus faculty member in the International Business department for evaluation. The emeritus faculty member is

still engaged with the International business department in the areas of teaching and research. Results of the assessments were exceptionally strong with 80 percent of students exceeding expectations on the exam question. For this question 92 percent of students met expectations.

This assessment was useful for the program because it helped to identify a need to remove questions from the final exam for which 70 percent of students are not expected to achieve learning, since the faculty of the course determined the content was not critical for student decision-making capabilities. Also the assessment helped to identify a need for a more simplified case study rubric that specifically assesses global, ethical and culturally diverse dimensions of student learning.

The results of the assessment for Learning Goal (2) were compiled by the Innovation and Assessment Office and were forwarded to the IMBA Assessment Task Force for review in the spring of 2009. Action items that resulted from the discussion of the assessment results can be found in the Results Summary and are contained in the Action Plan Form that is included in this section.

Results Summary for Learning Goal

Student Learning Goal #2: Decision making skills that incorporate analytical, global, ethical and culturally diverse dimensions

Performance Criteria	Assessment Method(s)	Sources Assessment	Measures	Time of Data Collection	Instructor of Course	Evaluators of Results
Scores on exam questions	Course-embedded	DMSB 712 – Decision Analysis	Final Exam	Summer 2008	Dr. Pat Philipoom	IMBA Assessment Taskforce and the GPFC
Case Analysis	Course-embedded	DMSB 722 – Globalization & Corporate Responsibility	Case Analyses	Summer 2007	Dr. Andy Spicer	
Final Exam Question	Course-embedded	DMSB 716 – Global Marketing Mgmt	Final Exam Question		Dr. Martin Roth	

Results: Overall, students are meeting or exceeding expectations on decision making skills that incorporate analytical, global, ethical, and culturally diverse dimensions. Expectations were met or exceeded by 88% of students in the DMSB 712 exam; 88% of students in the DMSB 722 case analysis; and 88% of students in the DMSB 716 exam. For each assessment, the lowest percentage of students meeting or exceeding expectations was 52% for one of the five DMSB 712 exam questions (all others $\geq 92\%$); 75% for two of the nine DMSB 722 case analysis dimensions; and 88% for the sole DMSB 716 exam question. Results are excellent across the varied quantitative and qualitative assessments, so no curriculum changes are warranted. Noted is the one low score (52% meeting or exceeding expectations) on the analytic skill “understanding the difference between practical and statistical significance” is an advanced final exam question for which the professor expects approximately half of the students to answer correctly.

Actions (March 19, 2009): Remove assessment questions for which 70% of students are not expected to achieve learning. Review case study rubric with management & strategy faculty and external evaluators. In particular determine if rubric could be simplified, and if global, ethical, and culturally diverse dimensions of student learning can be more specifically assessed

Next Cycle: 2010 – 2012

Rubric for Learning Goal 2: Decision making skills that incorporate analytical, global, ethical and culturally diverse dimensions
DMSB 716- Part 2, Final Exam -Question 5

Student Name:

Objective(s)	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
Includes all relevant costs and proper values	Fails to include COGS, Shipping Costs, or Tariff %	Includes all costs but one or more values used is incorrect	Includes all costs and all values used are correct	
Includes proper costs (COGS + Shipping) from which to calculate tariff cost	Does not use the sum of COGS + Shipping Costs to calculate tariff cost	Uses the sum of COGS + Shipping Costs to calculate tariff costs	n/a	
Calculation of total landed cost	Fails to correctly sum all costs (COGS, Shipping Costs, or Tariff Costs)	All costs summed correctly (COGS, Shipping Costs, and Tariff Costs)	n/a	

Rubric for Learning Goal 2: Decision making skills that incorporate analytical, global, ethical and culturally diverse dimensions

**Case Evaluation Criteria
DMSB 722: Globalization and Corporate Responsibility Case Analysis**

Degree of Mastery

<i>Competency</i>	<i>Unsatisfactory</i>	<i>Marginal</i>	<i>Satisfactory</i>	<i>Average</i>	<i>Outstanding</i>	<i>N/A</i>
Understands the firm's external environment, with particular attention to threats and opportunities created by that environment.	O	O	O	O	O	O
Understands the role of industry-level factors in strategic analysis.	O	O	O	O	O	O
Understands the organizational resources and capabilities within the firm.	O	O	O	O	O	O
Understands the firm's internal environment, with attention to the overall strengths and weakness within the firm	O	O	O	O	O	O
Understands the available financial data and is able to make appropriate use of such data in the analysis of the case.	O	O	O	O	O	O
Understands the role of qualitative issues such as organizational culture, firm and industry history, the social-political environment, and corporate social responsibility.	O	O	O	O	O	O
Is able to identify strategic priorities for the firm based on an analysis of the internal and external environment.	O	O	O	O	O	O
Understands the role of the functional areas of business and the link between functional strategies and firm-level strategy	O	O	O	O	O	O
Able to offer defensible recommendations or conclusions.	O	O	O	O	O	O
Able to logically explain why recommendations offered or Conclusions drawn are defensible.	O	O	O	O	O	O
<i>Comments:</i>						

Rubric for Learning Goal 2: Decision Making Skills
DMSB 716, Global Marketing Management Part 2, Final Exam Question 5

Student Name:

Objective(s)	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
Includes all relevant costs and proper values	Fails to include COGS, Shipping Costs, or Tariff %	Includes all costs but one or more values used is incorrect	Includes all costs and all values used are correct	
Includes proper costs (COGS + Shipping) from which to calculate tariff cost	Does not use the sum of COGS + Shipping Costs to calculate tariff cost	Uses the sum of COGS + Shipping Costs to calculate tariff costs	n/a	
Calculation of total landed cost	Fails to correctly sum all costs (COGS, Shipping Costs, or Tariff Costs)	All costs summed correctly (COGS, Shipping Costs, and Tariff Costs)	n/a	

**Assessment Results for Learning Goal 2: Decision Making Skills that
Incorporate Analytical, Global, Ethical, and Culturally Diverse
Dimensions
Final Exam Question
DMSB 716: Global Marketing Management
Fall 2008**

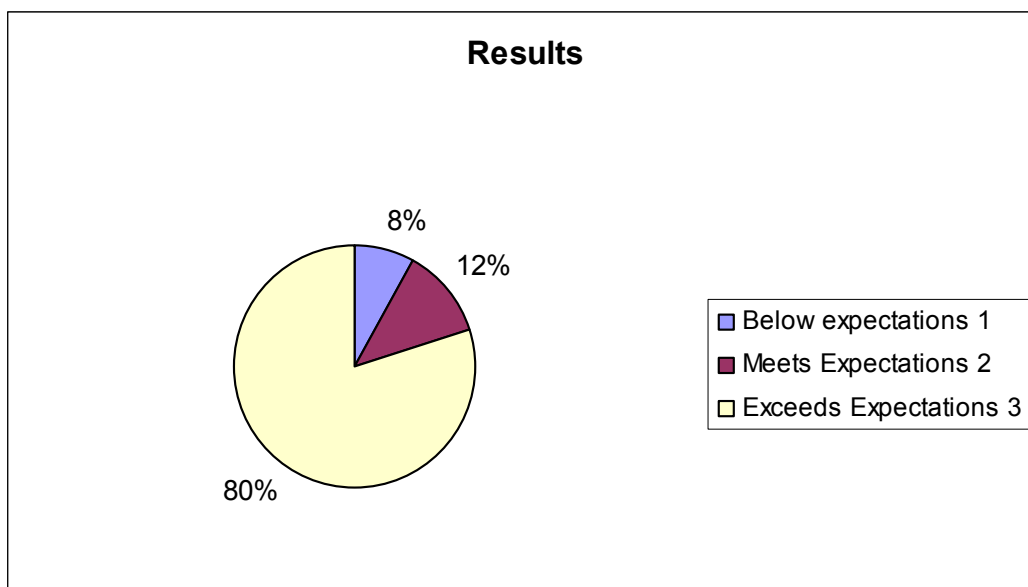
Question:

You assemble a cross-functional team to develop growth strategies for Mexico. The question arises regarding the plant from which products should be sourced. There is no B+B plant in Mexico. B+B has a plant in the U.S. and one in Brazil. The COGS of an economy medium tube of paste produced in each plant are: \$.67 U.S. plant, and \$.56 Brazil plant. To minimize the total landed cost into Mexico, from which plant should this product be sourced? Assume each plant has sufficient capacity to fully serve the Mexican Market. Show all work.

- A total of 25 students were sampled
- Students were evaluated by emeritus faculty in the International Business department using a scoring rubric designed by the instructor of the course

Objectives:

- Includes all relevant costs and proper values
- Includes proper costs (COGS+ Shipping) from which to calculate tariff cost
- Calculation of total landed cost



Assessment Results for Learning Goal 2: Decision Making Skills that Incorporate Analytical, Global, Ethical, and Culturally Diverse

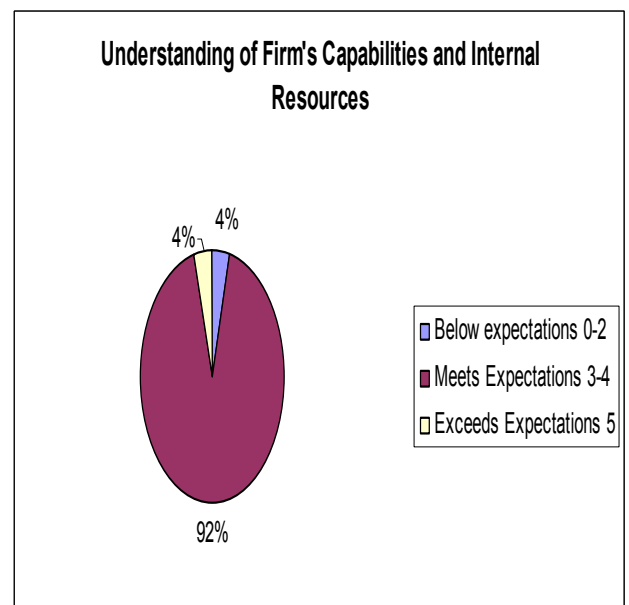
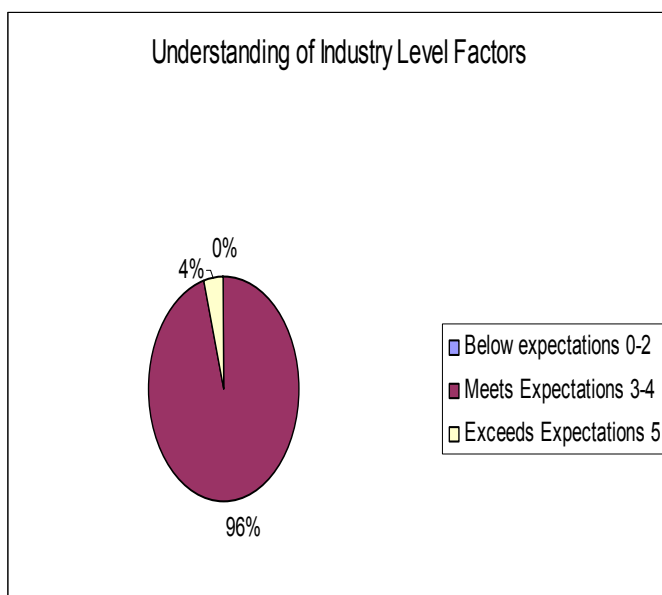
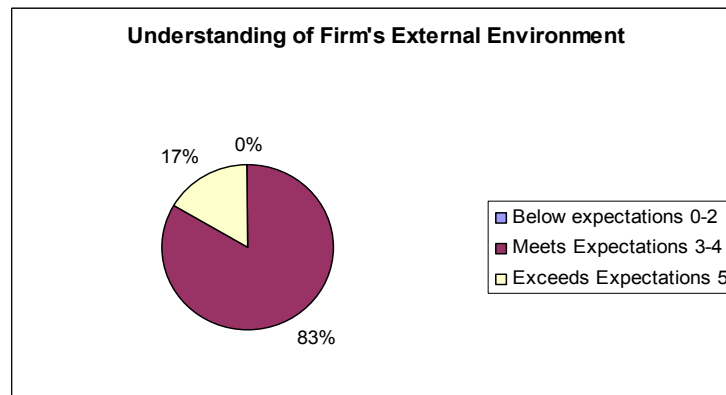
Dimensions

Case Analysis: AIDS in Africa

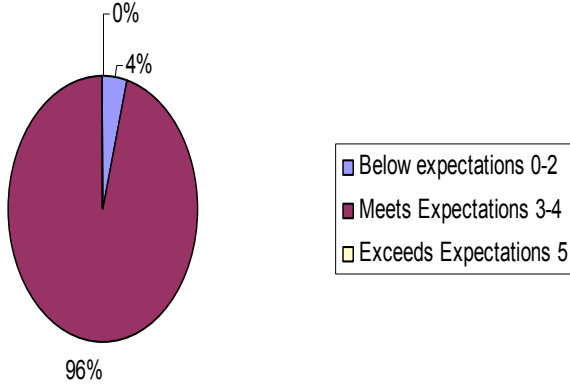
DMSB 722: Globalization & Corporate Responsibility

Fall 2006

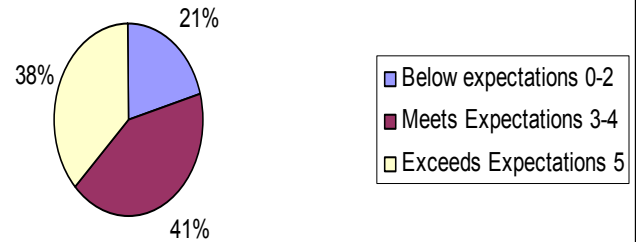
- The case analysis assignment asked students to discuss the debate regarding allowing non-patented generic AIDS drugs in the market in Africa and worldwide.
- Students were to explain the debate and offer their opinions on what each would do if they were the CEO of a major pharmaceutical company.
- A total of 24 students were sampled
- Evaluations were completed by emeritus faculty in the International Business department using a standard case scoring rubric



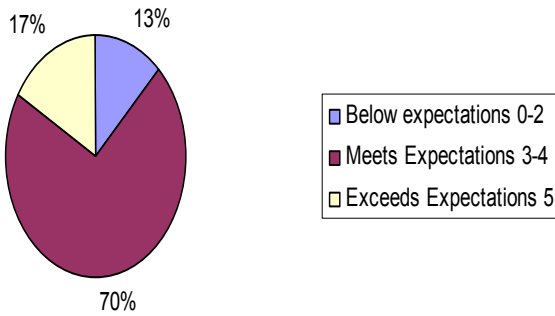
Understanding of Available Financial Data



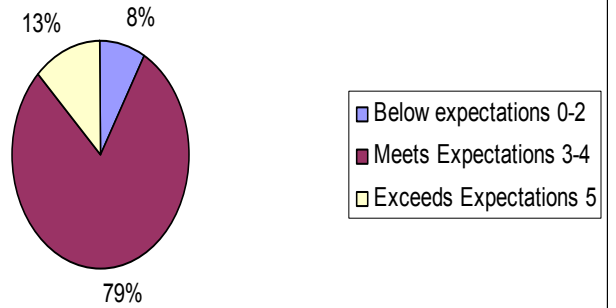
Understanding of the Roles of Culture, Firm and Industry History, Social Political Environment and Corporate Social Responsibility



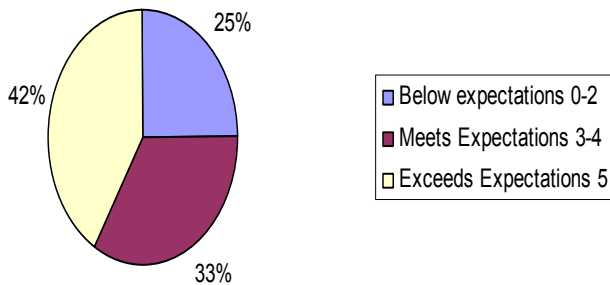
Identification of Firm's Strategic Priorities



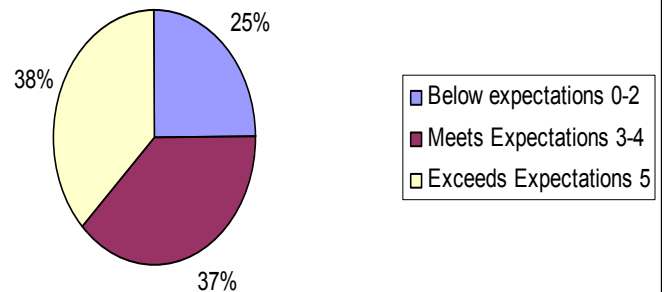
Understanding of Functional Areas of Business and Link Between These and the Firm's Strategy



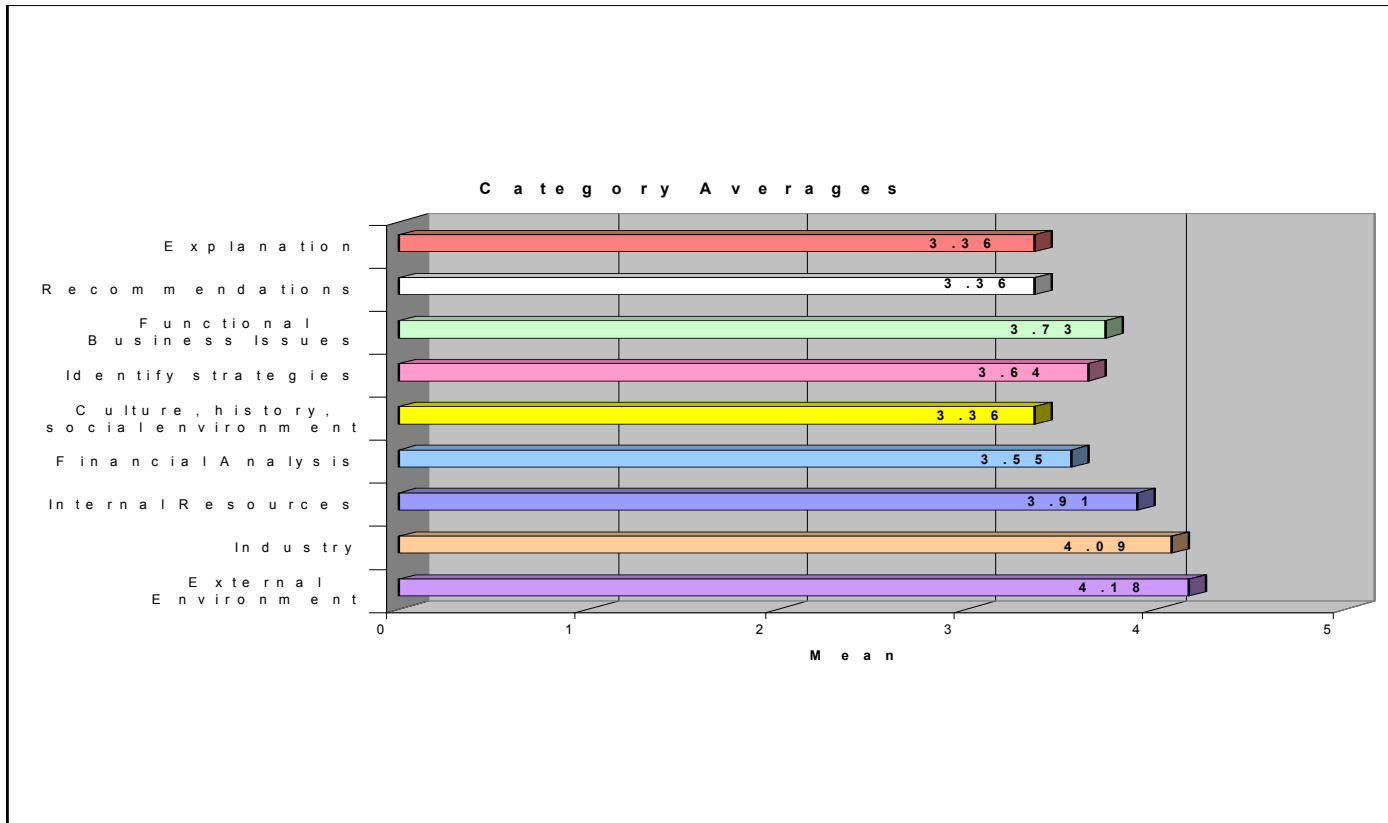
Able to Offer Defensible Recommendations



Ability to Logically Explain Recommendations



DMSB 722: Globalization & Corporate Responsibility results continued...



Assessment Action Plan Form Learning Goal 2

Degree Program: International Master of Business Administration (IMBA)

Committee: IMBA Assessment Taskforce/GPFC

Learning Goal: Decision making skills that incorporate analytical, global, ethical and culturally diverse dimensions (Learning Goal 2)

Date: March 19, 2009

Assessment Activity/Course: Final Exam/DMSB 712 – Decision Analysis
Case Analyses/DMSB 722 – Globalization & Corporate Responsibility
Final Exam Question/DMSB 716 – Global Marketing Mgmt

Questions

What do the assessment results mean for the program?

Overall, students are meeting or exceeding expectations on decision making skills that incorporate analytical, global, ethical, and culturally diverse dimensions. Expectations were met or exceeded by 88% of students in the DMSB 712 exam; 88% of students in the DMSB 722 case analysis; and 88% of students in the DMSB 716 exam. For each assessment, the lowest percentage of students meeting or exceeding expectations was 52% for one of the five DMSB 712 exam questions (all others $\geq 92\%$); 75% for two of the nine DMSB 722 case analysis dimensions; and 88% for the sole DMSB 716 exam question.

As a result of this assessment, what curriculum changes will be made?

Results are excellent across the varied quantitative and qualitative assessments, so no curriculum changes are warranted. Noted is the one low score (52% meeting or exceeding expectations) on the analytic skill “understanding the difference between practical and statistical significance” is an advanced final exam question for which the professor expects approximately half of the students to answer correctly.

As a result of this assessment, what other actions will be taken for this program?

None identified.

What, if anything, could make the assessment more effective?

- Remove assessment questions for which 70% of students are not expected to achieve learning.
- Review case study rubric with management & strategy faculty and external evaluators. In particular determine if rubric could be simplified, and if global, ethical, and culturally diverse dimensions of student learning can be more specifically assessed.

General Comments:

Learning Goal #3

Integration of

Concepts and Skills

in the Functional

Areas of Business

- **Narrative**
- **Results Summary**
- **Rubric**
- **Assessment Results**
- **Action Plan Form**

Narrative for Learning Goal 3: Integration of Concepts and Skills in the Functional Areas of Business

All IMBA students are required to complete a summer internship at an organization either within or outside of their native country. The internship is a key learning mechanism for the consolidation of business skills developed as part of the IMBA program. At the conclusion of the internship, each student's organization supervisor is asked to evaluate the student's performance in the areas of professionalism and business acumen using an Internship Supervisor Evaluation Form. Results from the responses to the Internship Supervisor Evaluation will be used to assess students with respect to Learning Goal (3).

The Internship Supervisor Evaluation Form is the Graduate Division's preferred scoring rubric for rating students on these skills. The rubric employs a 5-point scale where 1 is "Unsatisfactory" and 5 is "Outstanding". Emphasis is placed on how concepts learned during the core curriculum were applied to actual business situations.

In the fall of 2006 the Assessment Coordinator for the school collaborated with the IMBA Internship Track Managers to collect a sample of Internship Supervisor Evaluation Forms from internships that were completed the prior summer. The sample was stratified by IMBA Track (Language or Global), and a total of 30 forms were collected. Results were summarized by the Innovation and Assessment Office in the fall of 2006. Overall, 97 percent of students met or exceeded expectations on integration of concepts and skills in the functional areas of business.

This assessment was useful for the program because it identified a modification to the Internship Supervisor Evaluation Form to include additional questions regarding functional areas of business where students' knowledge could be improved. Also, the scores from the "attendance and punctuality" criterion should not be included in assessment results.

The results of the assessment for Learning Goal (3) were compiled by the Innovation and Assessment Office and were forwarded to the IMBA Assessment Task Force for review in the spring of 2009. Action items that resulted from the discussion of the assessment results can be found in the Results Summary and are contained in the Action Plan Form that is included in this section.

Results Summary for Learning Goal 3

Student Learning Goal #3: Integration of Concepts and Skills in the Functional Areas of Business						
Performance Criteria	Assessment Method(s)	Sources Assessment	Measures	Time of Data Collection	Instructor of Course	Evaluators of Results
Internship Supervisor Evaluations	Internship	DMSB 706B – Internship	Internship Supervisor Evaluations	Fall 2006 and Summer 2008		IMBA Assessment Taskforce and the GPFC
<p>Results: Overall, 97% of students met or exceeded expectations on integration of concepts and skills in the functional areas of business. The lowest percentage of students meeting or exceeding expectations across the 15 supervisor evaluations was 90%. Students therefore appear to be acquiring functional area concepts and skills in the IMBA core courses that they can apply on their (required) internships.</p> <p>Actions (March 19, 2009): Collect from supervisors information regarding functional areas of business where students’ knowledge could be improved. Retain supervisor survey, adding question(s) regarding functional areas of business where students’ knowledge could be improved. Delete survey question on “attendance/punctuality” from future assessments of this learning goal (but retain on survey).</p> <p>Next Cycle: 2010 – 2012</p>						

**Rubric for Learning Goal 3: Integration of Concepts and Skills
in the Functional Areas of Business**

**Darla Moore School of
Business
IMBA PROGRAM**

Final Internship Evaluation Form

Student Intern Name:

Supervisor Name:

Company:

Signature: _____

Date: _____

Please return this form to:

**The Darla Moore School of Business
Associate Director, IMBA Program
E-Mail: cwharton@moore.sc.edu
The University of South Carolina
Columbia, South Carolina 29208 USA**

Phone: +1 (803) 777-3605

Fax: +1 (803) 777-7819

Name of Moore School IMBA Intern: _____

**Rubric for Learning Goal 3: Integration of Concepts and Skills
in the Functional Areas of Business**

Guidelines for Evaluation of IMBA Student Intern Performance

Outstanding

- ❖ **Far exceeds normal requirements**
- ❖ **Level of performance approaches maximum possible attainment**
- ❖ **Results of unusual competence and excellence**
- ❖ **Clearly making an outstanding contribution**
- ❖ **Very few reach this level of accomplishment**

Satisfactory

- ❖ **Accomplishment meets requirements of position and reflects good level of performance**
- ❖ **Continued performance would be acceptable**
- ❖ **Most qualified people attain this level of performance**

Above Average

- ❖ **Clearly above average performance**
- ❖ **Performance was worthy of special note**
- ❖ **Few (25-30%) reach this level of performance**
- ❖ **Accomplishments indicate extra thought, effort, initiative and imagination**

Marginal

- ❖ **Accomplishment is below competent level for a graduate student in business (IMBA) but is equivalent to what one might expect from a competent individual new to the job**
- ❖ **Most are able to exceed this level of performance**

Unsatisfactory

- ❖ **Accomplishment is clearly unsatisfactory and below acceptable expectations**
- ❖ **Continued performance at this level would severely handicap others dependent on this individual's performance and could require termination of internship**

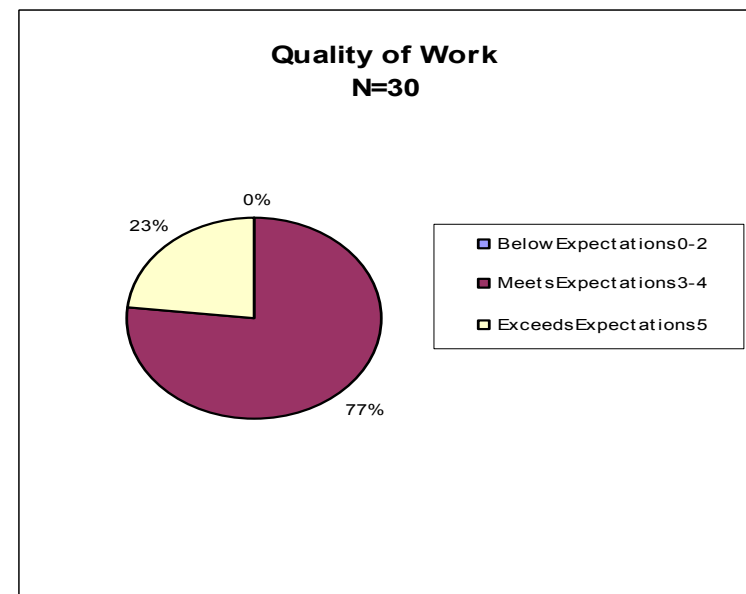
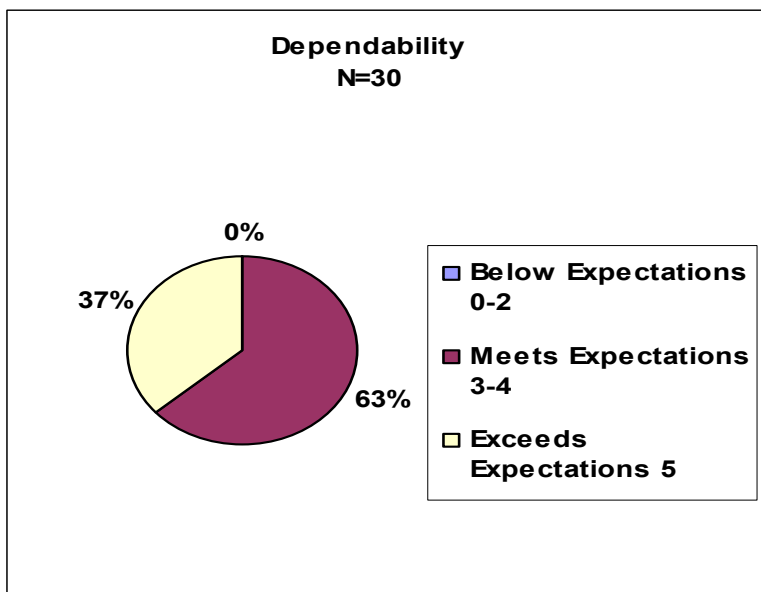
**Rubric for Learning Goal 3: Integration of Concepts and Skills
in the Functional Areas of Business**

*Please evaluate the intern by placing an "X" in the space
that accurately reflects your judgment for each criterion.*

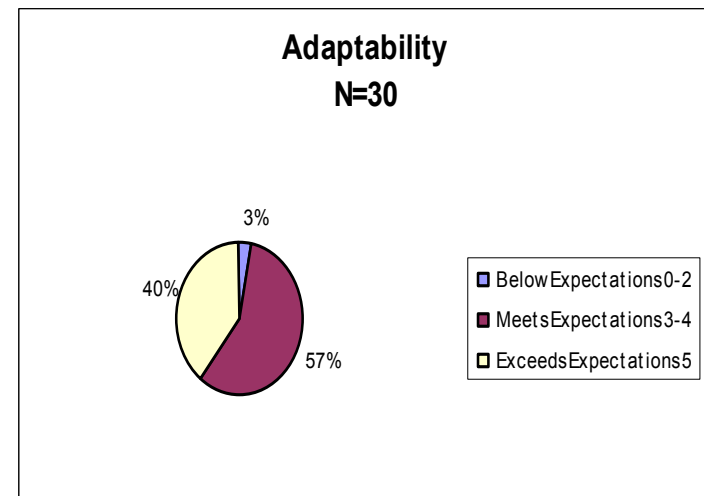
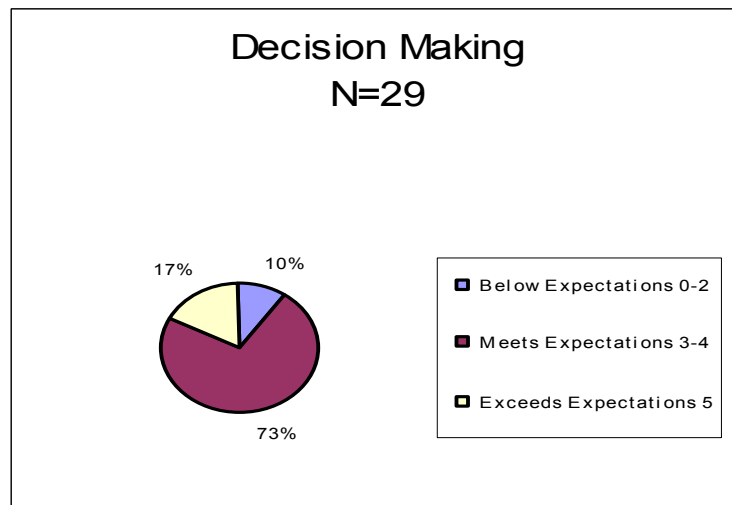
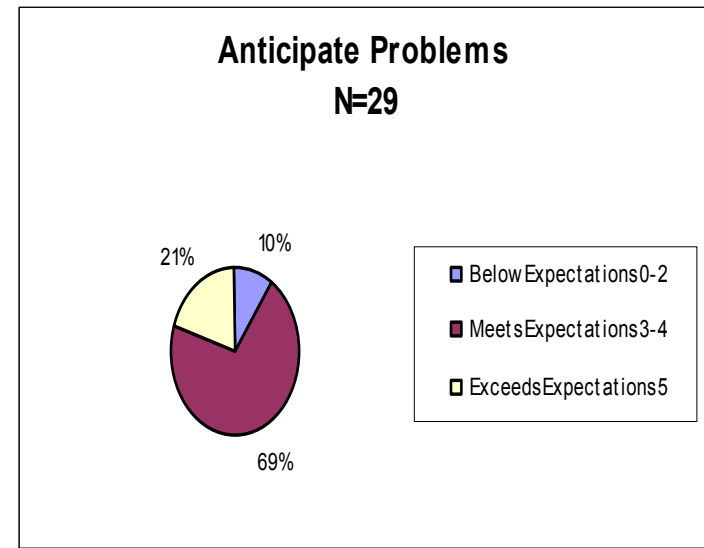
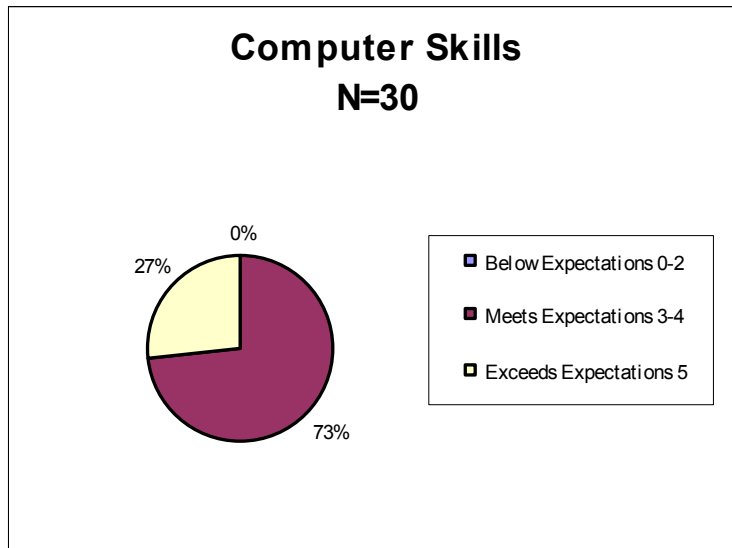
	<u>Outstanding</u>	<u>Above Average</u>	<u>Satisfactory</u>	<u>Marginal</u>	<u>Unsatisfactory</u>
Dependability in carrying out assignments					
Quality of Work					
Computer Skills					
Ability to anticipate problems and develop solutions in advance					
Ability to make decisions and accept risks					
Ability to adapt to circumstances					
Willingness to help others					
Management of assigned tasks					
Ability to obtain data for decision making					
Level of accomplishment of assigned tasks					
Attendance					
Punctuality					
Need for Supervision (Outstanding requires minimal)					
Willingness to accept additional responsibility					
(If applicable, re non-English LANGUAGE SKILLS) Language Skills at conclusion of internship					
Improvement in Language Skills during internship					

**Assessment Results for Learning Goal 3: Integration of Concepts and Skills
in the Functional Areas of Business
Internship Supervisor Evaluations
Fall 2006**

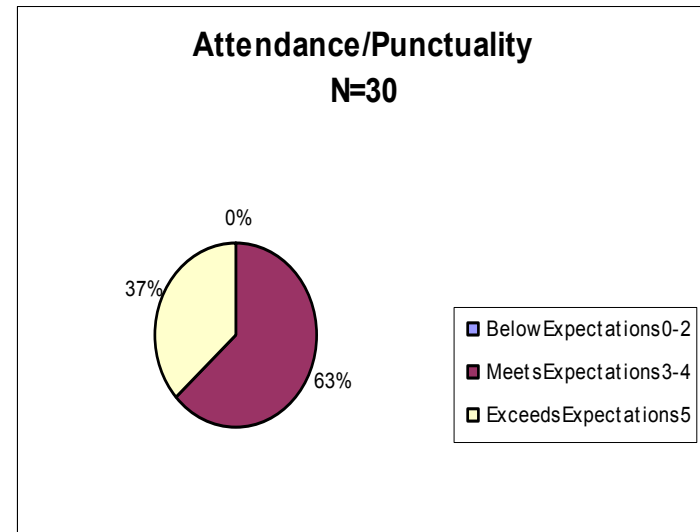
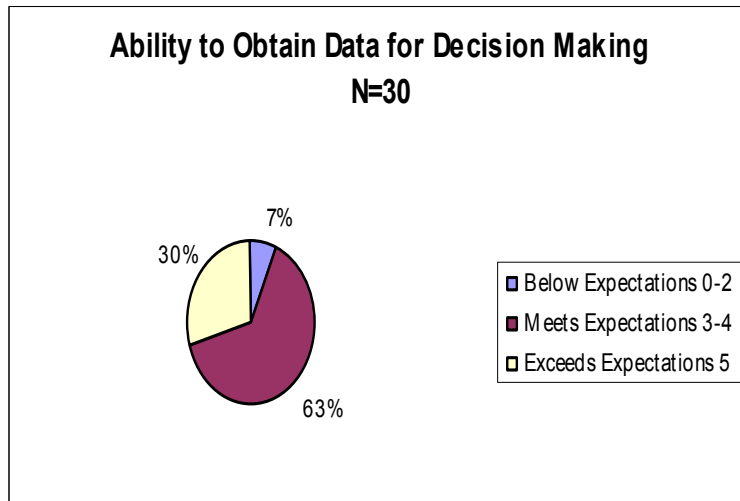
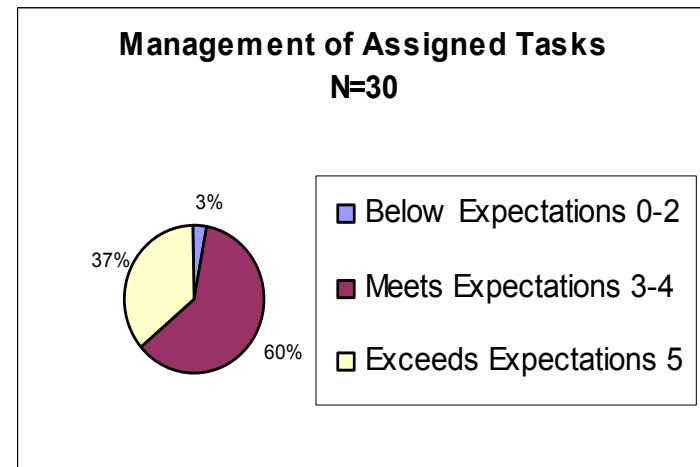
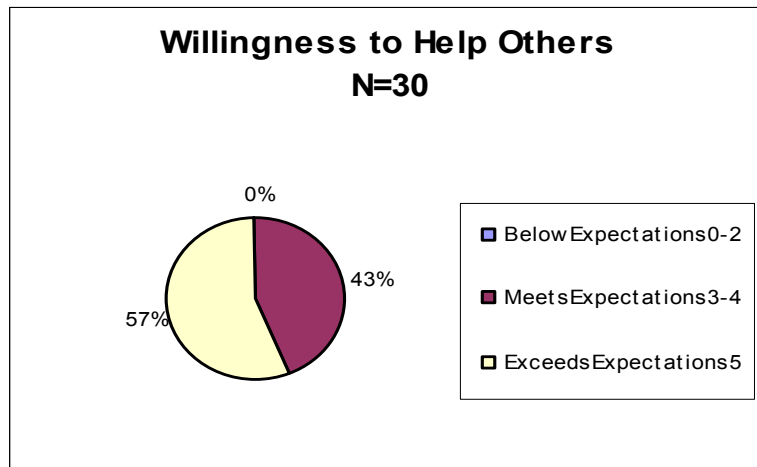
- Completion of an internship (domestic or overseas) was a requirement of students who were enrolled in IMBA Global or Language tracks.
- Near the end of the internship, Track Managers sent a “Final Internship Evaluation Form” (hereafter referred to as the Internship Supervisor Evaluation) to supervisors of IMBA students.
- The Internship Supervisor Evaluation asked the manager to rate the level of skill the student exhibited during the internship using a five point scale
- Students were evaluated on multiple areas related to business acumen, professionalism, and language skills (where appropriate)



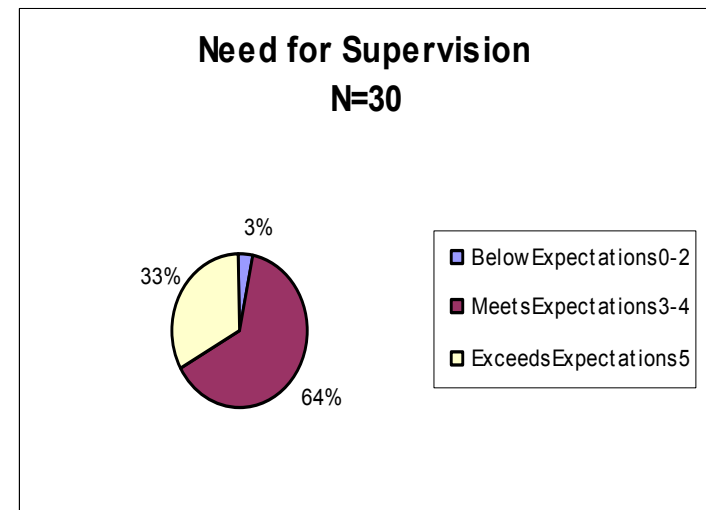
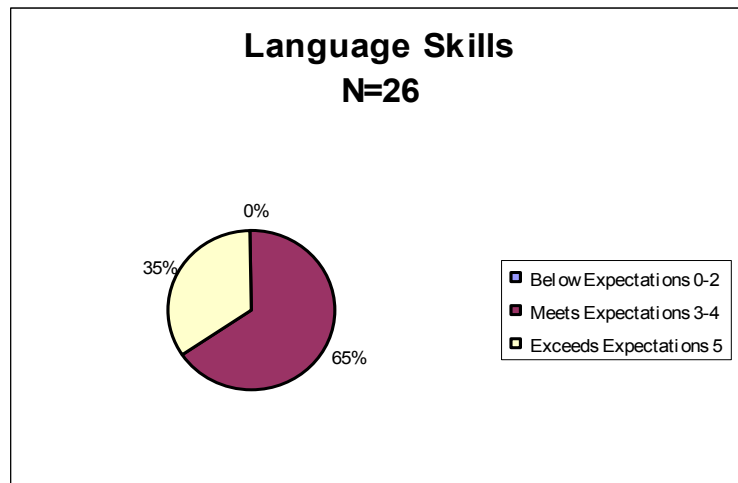
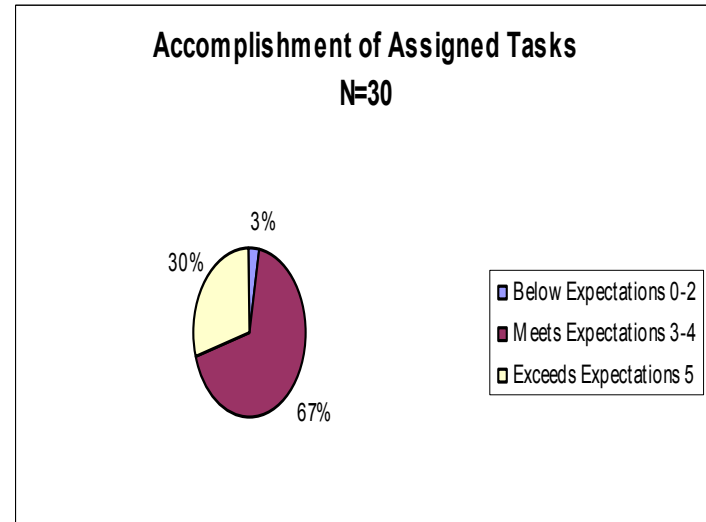
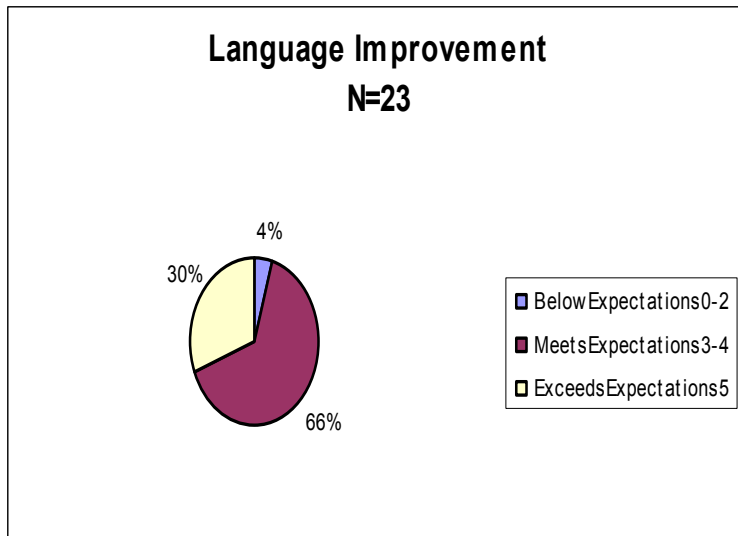
**Assessment Results for Learning Goal 3: Integration of Concepts and Skills
in the Functional Areas of Business
Internship Supervisor Evaluations**



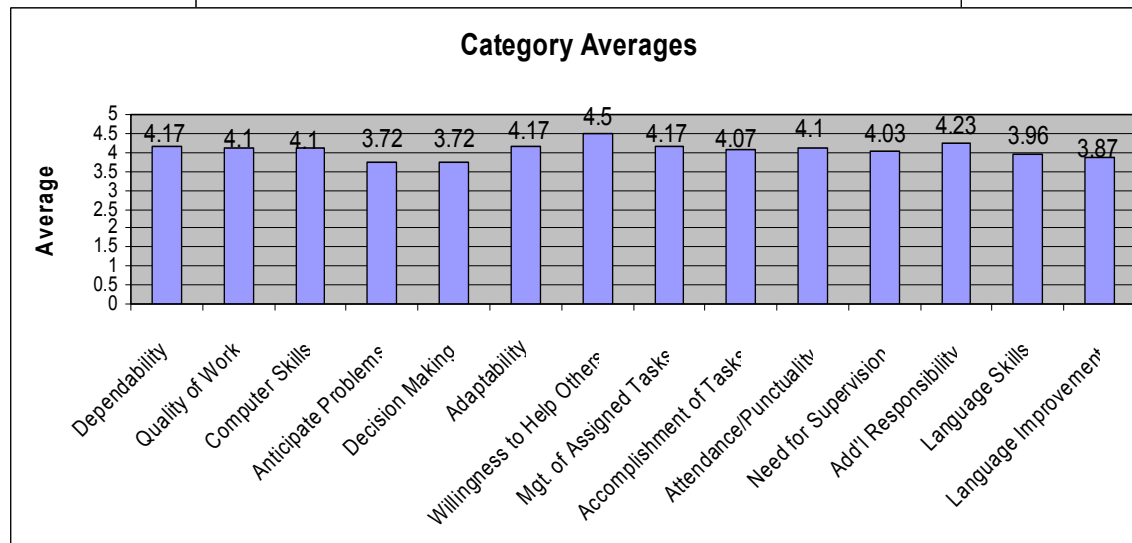
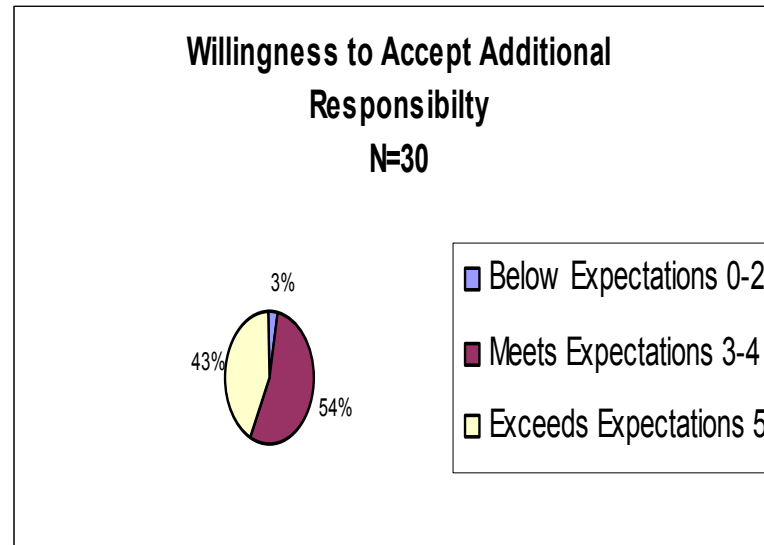
**Assessment Results for Learning Goal 3: Integration of Concepts and Skills
in the Functional Areas of Business
Internship Supervisor Evaluations**



**Assessment Results for Learning Goal 3: Integration of Concepts and Skills
in the Functional Areas of Business
Internship Supervisor Evaluations**



**Assessment Results for Learning Goal 3: Integration of Concepts and Skills
in the Functional Areas of Business
Internship Supervisor Evaluations**



Assessment Action Plan Form for Learning Goal 3

Degree Program: International Master of Business Administration (IMBA)

Committee: IMBA Assessment Taskforce/GPFC

Learning Goal: Integration of concepts and skills in the functional areas of business
(Learning Goal 3)

Date: March 19, 2009

Assessment Activity/Course: Internship Supervisor Evaluations/DMSB 706B -
Internship, Fall 2006

Questions

What do the assessment results mean for the program?

Overall, 97% of students met or exceeded expectations on integration of concepts and skills in the functional areas of business. The lowest percentage of students meeting or exceeding expectations across the 15 supervisor evaluations was 90%. Students therefore appear to be acquiring functional area concepts and skills in the IMBA core courses that they can apply on their (required) internships.

As a result of this assessment, what curriculum changes will be made?

No curriculum changes identified.

As a result of this assessment, what other actions will be taken for this program?

Collect from supervisors information regarding functional areas of business where students' knowledge could be improved.

What, if anything, could make the assessment more effective?

- Retain supervisor survey, adding question(s) regarding functional areas of business where students' knowledge could be improved.
- Delete survey question on "attendance/punctuality" from future assessments of this learning goal (but retain on survey).
-

General Comments:

Learning Goal #4

Leadership Skills

- **Narrative**
- **Results Summary**
- **Rubric**
- **Assessment Results**
- **Action Plan Form**

Narrative for Learning Goal 4: Leadership Skills

All IMBA students take the Leadership & Ethics Course (DMSB 723) course. As part of this course, each student prepares a Personal Leadership Development Plan (PLDP) which is evaluated for evidence of self-reflection and understanding of leadership capacity. The PLDP was also used to assess whether students are developing the skills to become successful leaders. These traits are exhibited in the student's responses to various questions required to complete the PLDP. Thus, PLDP is a very useful assignment to assess Learning Goal (4).

In the fall of 2008, a representative sample of 25 PLDP's was collected from the DMSB 723 course. The Assessment Coordinator collaborated with the instructor of the course to design a scoring rubric that would serve to assess how students responded to questions in each of the sections required to complete the PLDP. An additional section was added to the rubric that addressed specific leadership traits that could be assessed based on the student's response to the questions. Therefore, the rubric employed two scales. The scale used to assess the student's completion of the question was a three point scale where 1 was "Below Expectations", 2 was "Meets Expectations" and 3 was "Exceeds Expectations". A 5-point scale was used to assess how well the student's response provided evidence that they possessed a successful leadership trait. For the 5-point scale, 1 indicated the student's answer provided "Unsatisfactory" evidence that the student possessed the successful leadership trait, while a 5 indicated the student's answer displayed "Outstanding" evidence they possessed the leadership trait. A copy of the scoring rubric used to assess the PLDP is included in this section. The scoring rubric was forwarded to a tenured faculty member in the International Business department for evaluation. The faculty member had extensive teaching experience in the IMBA program, first-hand knowledge of the skills and abilities of IMBA students, and experience with the self-assessment technique used by students to help them craft their PLDP..

Overall results of the assessment indicated that students were acquiring very good leadership skills. In 16 of 17 questions, 100 percent of students met or exceeded expectations. This assessment was useful for the program because it confirmed that the investment the IMBA program makes in exposing students to professional development is working. IMBA students are exposed to an extensive self- assessment at the time they enter the program, this is followed by a curriculum of core courses that further expose students to management practice before they take the Leadership & Ethics course.

The results of the assessment for Learning Goal (4) were compiled by the Innovation and Assessment Office and were forwarded to the IMBA Assessment Task Force for review in the spring of 2009. Action items that resulted from the discussion of the assessment results can be found in the Results Summary and are contained in the Action Plan Form that is included in this section.

Results Summary for Learning Goal 4

Student Learning Goal #4: Leadership Skills						
Performance Criteria	Assessment Method(s)	Sources Assessment	Measures	Time of Data Collection	Instructor of Course	Evaluators of Results
Personal Development Plans	Course-embedded	DMSB 723 – Leadership & Ethics	Personal Development Plans	Fall 2008	Dr. David Sluss	IMBA Assessment Taskforce and the GPFC
<p>Results: Results from the Personal Development Plans indicate students are acquiring very good leadership skills. Across the 17 questions, only one indicated evidence of being below expectations (4%); all others had 100% of students meeting or exceeding expectations.</p> <p>Actions (March 19, 2009): Starting the IMBA program with professional development activities, including an extensive self-assessment (Birkman Method), reinforcing these activities throughout the six month core, and applying them rigorously to management practice in DMSB 723 at the conclusion of the core appears to be yielding excellent results.</p> <p>Next Cycle: 2010 – 2012</p>						

Rubric for Learning Goal 4: Leadership Skills

Program goal: *Our Students will develop leadership skills to function successfully in a multi-cultural environment.*

Through a process of self-visualization, goal setting, and self-reflection , the Personal Leadership Development Plan assists students in their development of leadership skills by requiring students to identify their leadership strengths and weaknesses and create plans to realize their leadership potential.

Student Name:

Assessed By:

Section 1: Your Career - Leadership Goal				
What leadership capacity do you want to experience within the first 12-18 months after completing the IMBA program?				
Objective(s)	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
Describe in specific terms the career leadership goal for the first 12-18 months after your educational experience	Description of career leadership goal lacks specificity	Description of career leadership goal is clear and somewhat specific	Description of the career leadership goal is very thorough and specific	
<p>This question helps students develop the following successful leader trait(s): Goal -oriented, Motivated</p> <p>On a scale of 1-5, where 1 is not at all well and 5 is very well; how well does the student’s answer evidence the following successful leader traits?</p> <p>Goal Oriented 1 2 3 4 5 N/A</p> <p>Motivated 1 2 3 4 5 N/A</p>				
Section 2: Birkman Analysis (“Your Leadership Style”)				
Question 1a: Summarize your Birkman assessment				
Objective(s)	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
a) Describe your usual leadership style per the Birkman Assessment	Student does not accurately describe their leadership style per the Birkman assessment	Student accurately describes their leadership style per the	N/A	

<p>This question helps students develop the following successful leader trait(s): Knowledgeable</p> <p>On a scale of 1-5, where 1 is not at all well and 5 is very well; how well does the student's answers evidence the following successful leader trait?</p> <p>Knowledgeable 1 2 3 4 5 N/A</p>				
<p>Section 2: Birkman Analysis ("Your Leadership Style")</p> <p>Question 1b. When in a leadership position, describe how you balance focusing on both tasks and relationships</p>				
Objective(s)	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
Describe how you balance focusing both on tasks and relationships	Student was unable to give a clear description of how they balance tasks and relationships	Student gives a vague description of how they balance tasks and relationships	Student provided a clear description of how they balance tasks and relationships.	
<p>This question helps students develop the following successful leader trait(s): Responsible, Collaborative, Responsive</p> <p>On a scale of 1-5, where 1 is not at all well and 5 is very well; how well does the student's answer evidence the following successful leader traits?</p> <p>Responsible 1 2 3 4 5 N/A</p> <p>Collaborative 1 2 3 4 5 N/A</p> <p>Responsive 1 2 3 4 5 N/A</p>				
<p>Section 2: Leadership Self-Assessment ("Your Leadership Style")</p> <p>Question 1b: How does your leadership self-assessment agree and/or disagree with your Birkman assessment?</p>				
Objective(s)	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
Compare the results of the Birkman with the leadership self-assessment	Student fails to accurately compare the results	Student accurately compares the results	N/A	
<p>Section 3: Leadership Improvement Goals: What two areas of improvement are needed based on the comparison of your current leadership assessment with your desired career-leadership goal?</p>				

Objective(s)	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
Based on the comparison of your current leadership assessment with your desired career-leadership goal, identify the <u>first</u> area of improvement that is needed	Student does not identify a first area for improvement	Student identifies a first area of improvement	N/A	
Based on the comparison of your current leadership assessment with your desired career-leadership goal, identify the <u>second</u> area of improvement that is needed	Student does not identify a second area for improvement	Student identifies a second area of improvement	N/A	

This question helps students develop the following successful leader trait(s): Reflective, Proactive

On a scale of 1-5, where 1 is not at all well and 5 is very well; how well does the student's answer evidence the following successful leader traits?

Reflective 1 2 3 4 5 N/A

Proactive 1 2 3 4 5 N/A

Section 4: Organizational Culture and your Leadership Style

Discuss how your preferred leadership style is influenced by organizational culture.

Objective(s)	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
Of the four dominant organizational culture types which organizational culture do you perceive the closest "fit" with your preferred leadership style	Student did not identify which of the four dominant organizational types would be the closest "fit" with the student's preferred leadership style	Student identified which of the four dominant organizational types would be the closest "fit" with the student's preferred leadership style	N/A	
Of the four dominant organizational culture types is there one that would be a misfit for your leadership style or personal preferences	Student did not identify which of the four dominant organizational types would be a misfit for	Student identified which of the four dominant organizational types would be a	N/A	

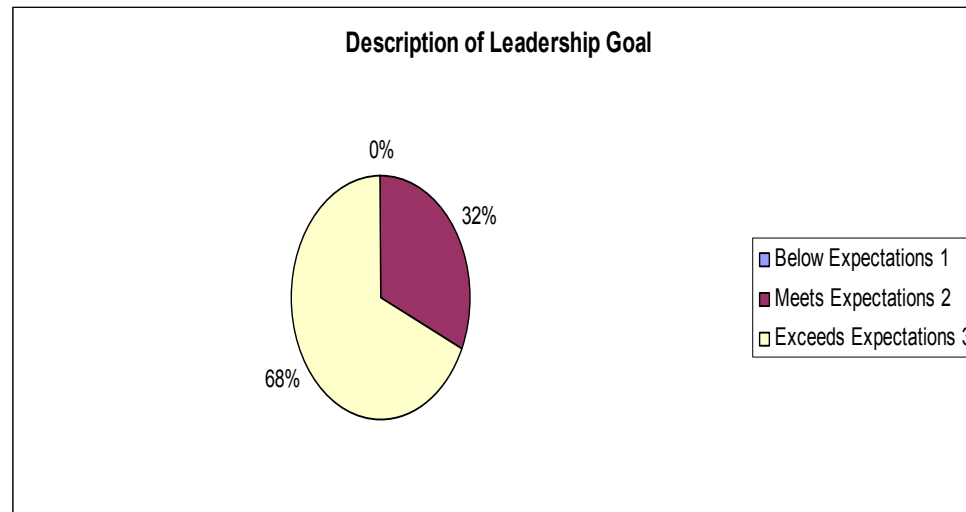
	the student's leadership or personal preferences style	misfit for the student's leadership or personal preferences style		
<p>This question helps students develop the following successful leader trait(s): Consistent</p> <p>On a scale of 1-5, where 1 is not at all well and 5 is very well; how well does the student's answers evidence the successful leader trait?</p> <p>Consistent 1 2 3 4 5 N/A</p>				
Objective(s)	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Score
Explain why the organizational culture type you selected is the closest "fit" with your preferred leadership style?	Student did not explain why the organizational culture type you selected is the closest "fit" with your preferred leadership style?	Student explained why the organizational culture type you selected is the closest "fit"	N/A	
Explain why the organizational culture type you selected is a misfit for your leadership style or personal preferences	Student did not explain why the organizational culture type you selected is a misfit for your leadership style or personal preferences	Student explained why the organizational culture type you selected is a misfit for your leadership style or personal preferences	N/A	
<p>This question helps students develop the following successful leader trait(s):</p> <p>On a scale of 1-5, where 1 is not at all well and 5 is very well; how well does the student's answer evidence the successful leader trait?</p> <p>Confident 1 2 3 4 5 N/A</p>				

Assessment Results for Learning Goal 4: Leadership Skills
Personal Development Leadership Plans
DMSB 723: Leadership & Ethics
Fall 2008

- Students were asked to prepare a personal leadership development plan utilizing the concepts and activities experienced throughout the course
- A total of 25 students were sampled
- Evaluations were completed by a faculty member in the International Business department using a scoring rubric designed by the instructor of the course and the Assessment Coordinator

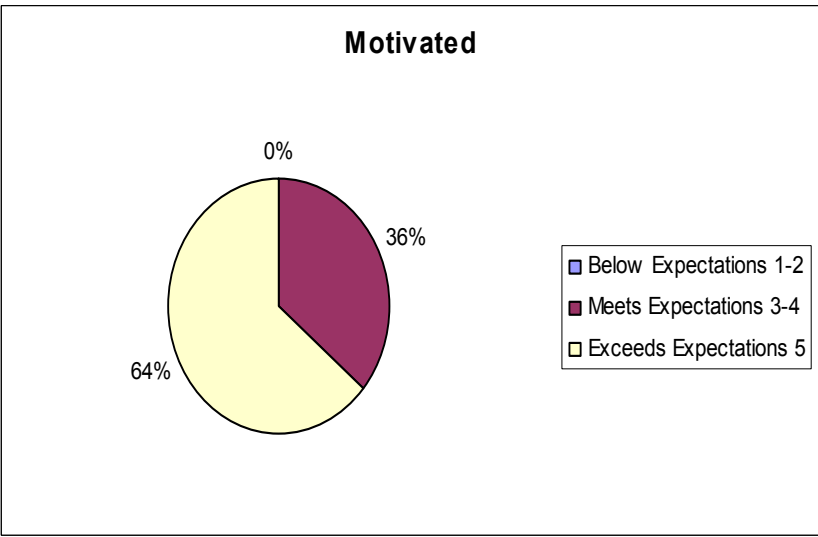
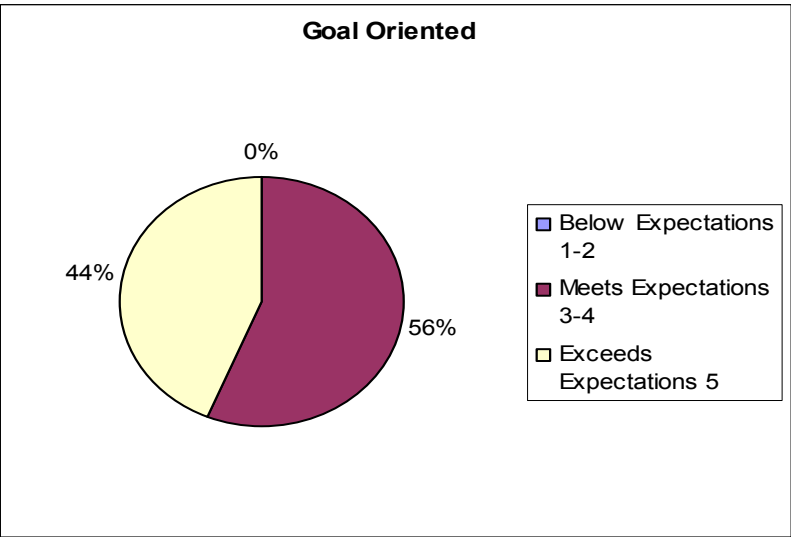
Section 1: Career Leadership Goal

Objective: Describe in specific terms the career leadership goal for the first 12-18 months after your educational experience.



How well does the evidence the following traits?

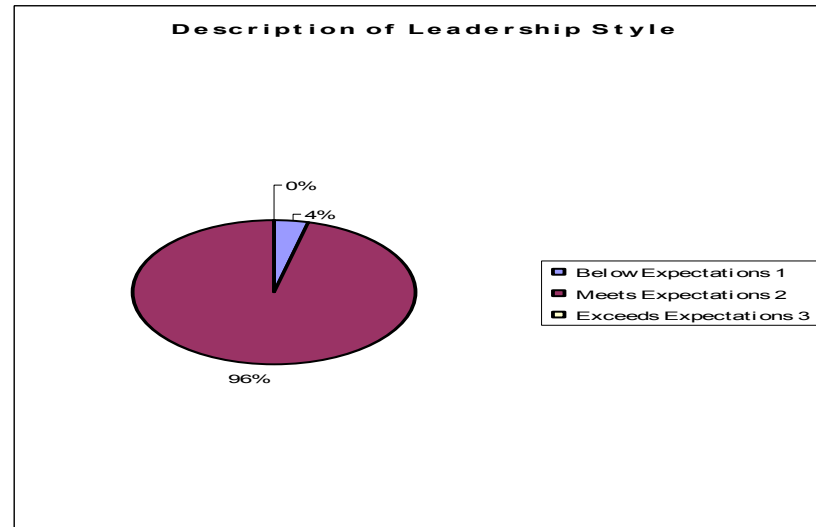
student's answer successful leader



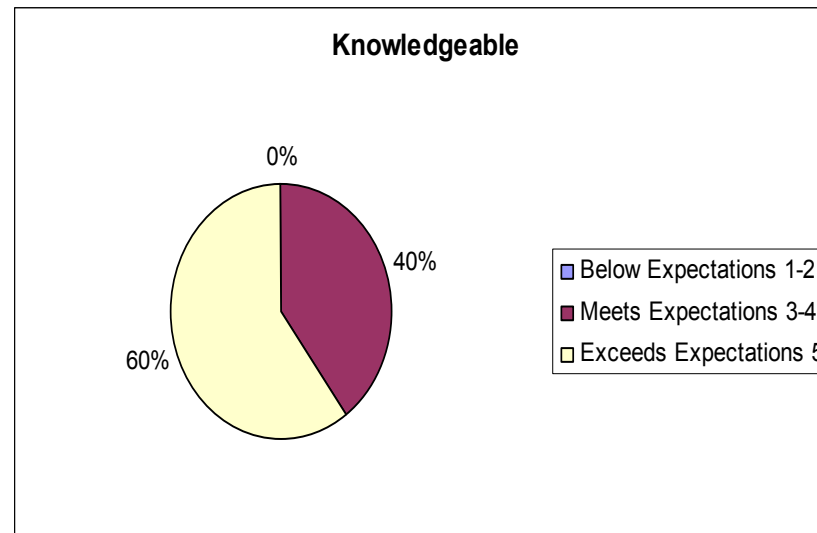
Section 2: Leadership Style

Objective:

- Describe your usual leadership style per the Birkman Assessment
- Describe how you balance focusing on both tasks and relationships
- Compare the results of the Birkman with the leadership self-assessment

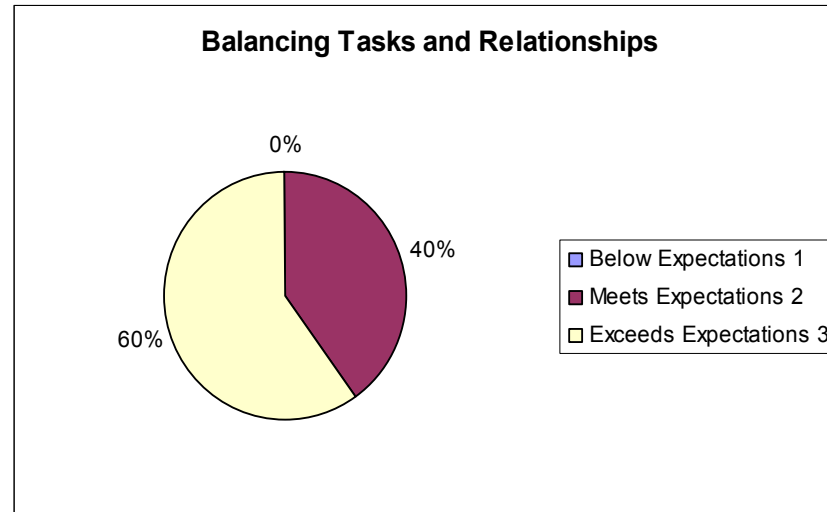


How well does the student's answer evidence the following successful leader trait?

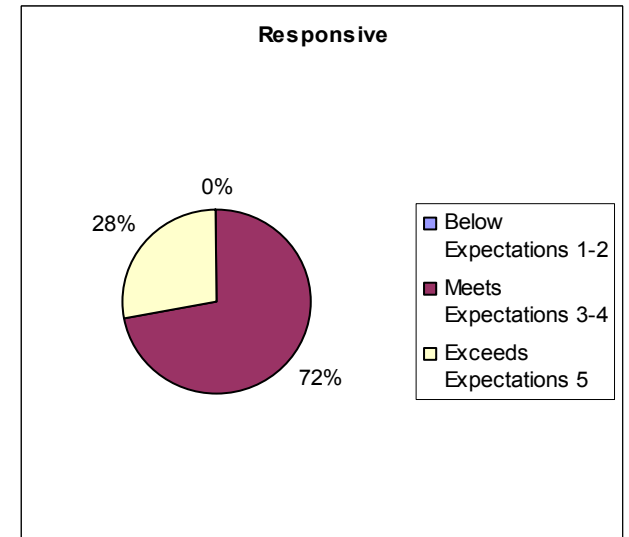
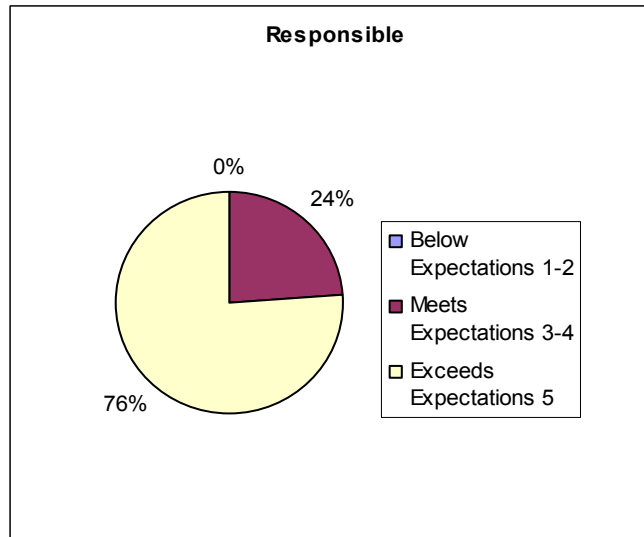
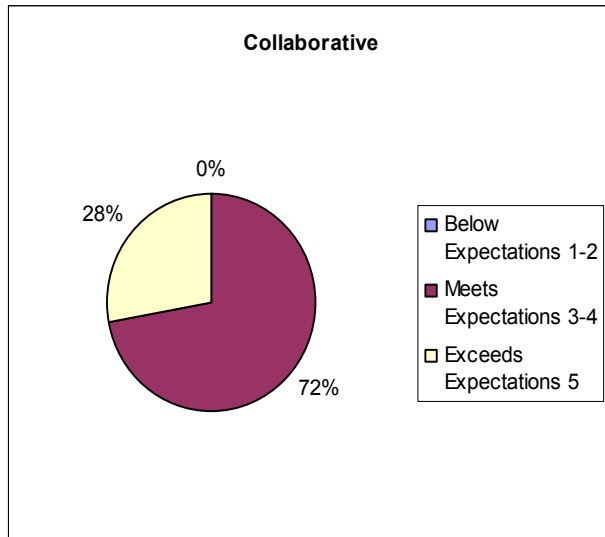


Section 2 continued.

When in a leadership position, describe how you balance focusing on both tasks and relationships.



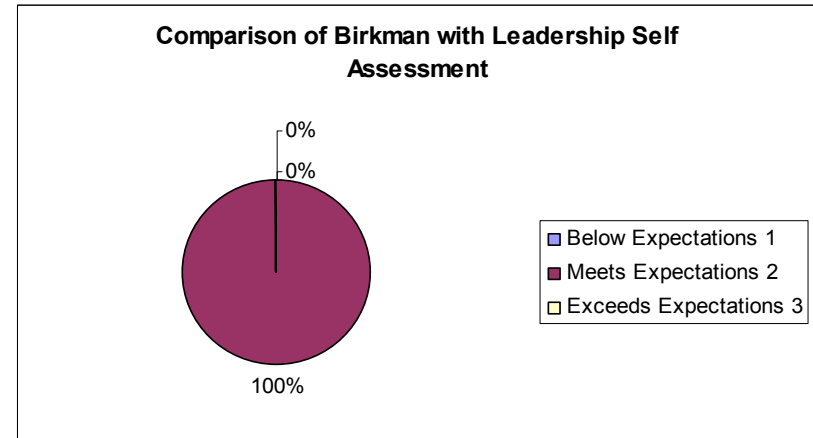
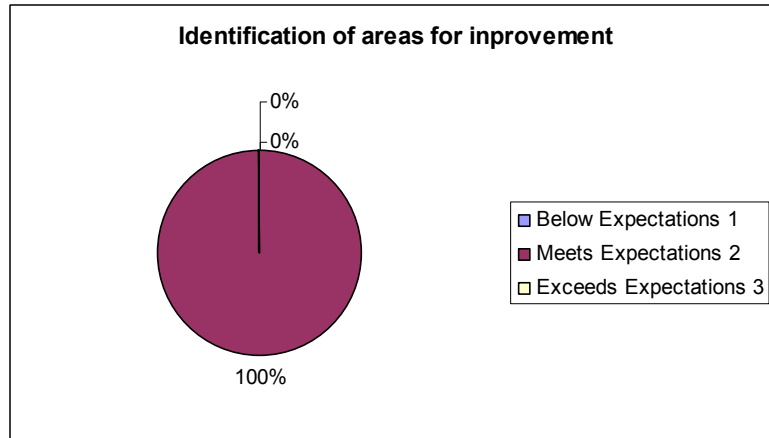
How well does the student's answer evidence the following successful leader traits?



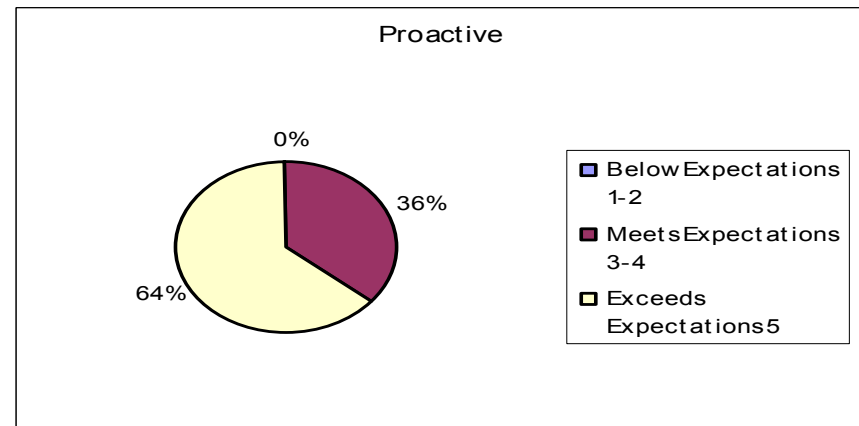
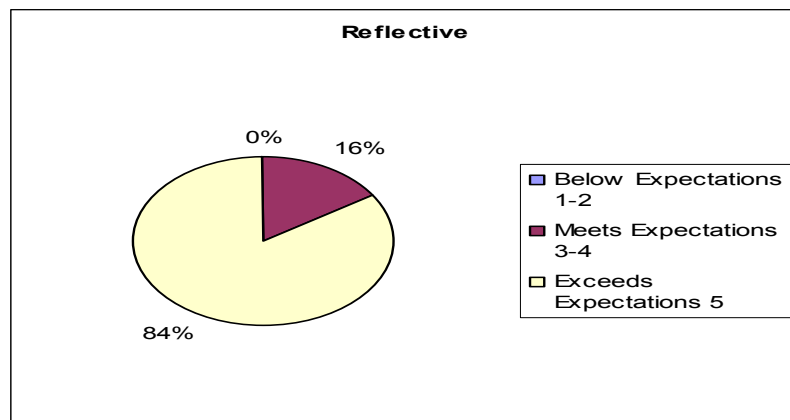
Section 3: Leadership Improvement Goals

Objectives:

- Based on the comparison of your current leadership assessment with your desired career leadership goal, identify the first area of improvement that is needed.
- Based on the comparison of your current leadership assessment with your desired career leadership goal, identify the second area of improvement that is needed.



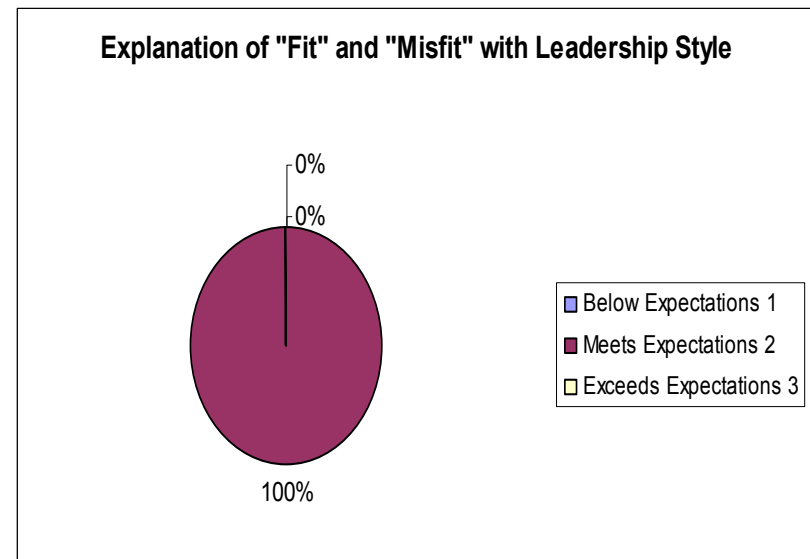
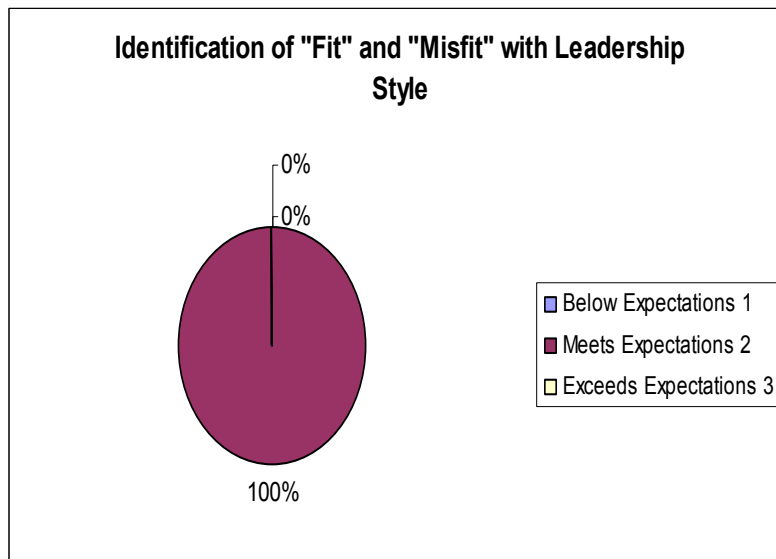
How well does the student's answer evidence the following successful leader traits?



Section 4: Organizational Culture and your Leadership Style

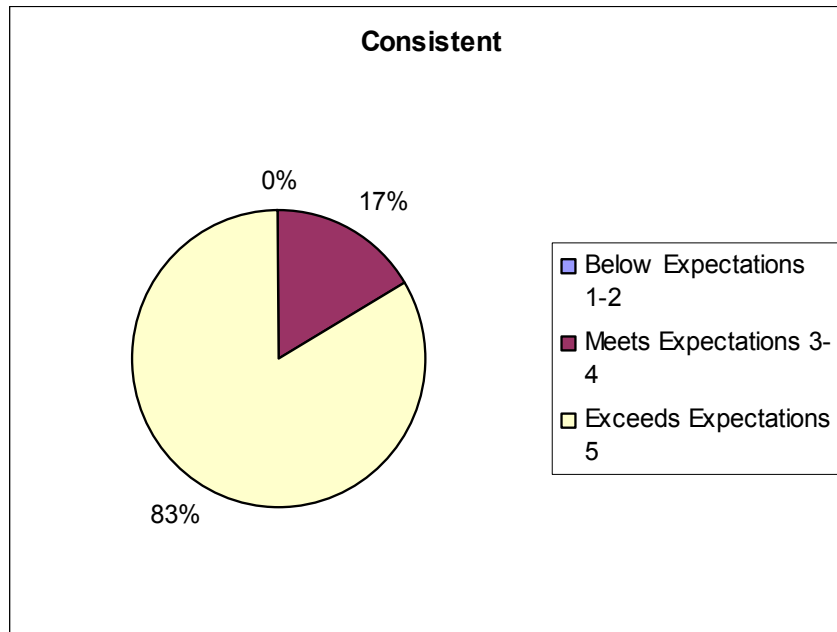
Objectives:

- Of the four dominant organizational culture types which organizational culture do you perceive the closest “fit” with your preferred leadership style
- Of the four dominant organizational culture types is there one that would be a misfit for your leadership style or personal preferences
- Explain why the organizational culture type you selected is the closest “fit” with your preferred leadership style
- Explain why the organizational culture type you selected is a misfit for your preferred leadership style or personal preferences



Section 4 continued...

How well does the student's answer evidence the following successful leader traits?



Assessment Action Plan Form for Learning Goal 4

Degree Program: International Master of Business Administration (IMBA)

Committee: IMBA Assessment Taskforce/GPFC

Learning Goal: Leadership Skills (Learning Goal 4)

Date: March 19, 2009

Assessment Activity/Course: Personal Development Plans/DMSB 723 – Leadership & Ethics Fall 2008

Questions

What do the assessment results mean for the program?

Results from the Personal Development Plans indicate students are acquiring very good leadership skills. Across the 17 questions, only one indicated evidence of being below expectations (4%); all others had 100% of students meeting or exceeding expectations.

As a result of this assessment, what curriculum changes will be made?

None. Starting the IMBA program with professional development activities, including an extensive self-assessment (Birkman Method), reinforcing these activities throughout the six month core, and applying them rigorously to management practice in DMSB 723 at the conclusion of the core appears to be yielding excellent results.

As a result of this assessment, what other actions will be taken for this program?

None identified at this time.

What, if anything, could make the assessment more effective?

No improvements identified at this time.

General Comments:

Learning Goal #5

Teamwork Skills

- **Narrative**
- **Results Summary**
- **Rubric**
- **Assessment Results**
- **Action Plan Form**

Narrative for Learning Goal 5: Teamwork Skills

All IMBA students take the International Management (DMSB 714) and Global Marketing Management (DMSB 716) courses. Each course requires students to work in teams to complete a course project. Students' self-report of teamwork skills of fellow team members is the preferred method of evaluating Learning Goal (5).

During the second class session of the International Management course, teams of 5-6 students were formed and made responsible for writing and presenting a paper entitled "Getting Ready for an International Assignment" for a particular country and company. The purpose of the assignment was to demonstrate students' knowledge and understanding of the critical issues of accepting an international assignment, their ability to collect necessary country, industry, organization, and subsidiary-level data, as well as their teamwork and presentation skills. At the conclusion of the team project, each student was given a peer evaluation form which asked him/her to rate the degree to which he/she agreed with two statements as they pertained to members of the team. The first statement asked to what degree the student agreed that each team member regularly attended all meetings of the group and completed his/her assigned tasks according to the group schedule. Statement two asked the degree to which the student agreed the team member contributed significantly to the work on the project. Students were to rate their level of agreement with each of the statements on a scale of 1 to 5 where 1 was "Do not agree at all" and 5 was "Strongly agree". Results were collected from the instructor of the course and summarized by the Assessment Coordinator for a total of 97 students at the end of the Fall 2006 semester. On average, 96 percent of students agreed that fellow team members completed assigned tasks on time and contributed significantly to the work on the project.

In the Global Marketing Management course, students played the "Country Manager" simulation game and were asked to work in small 4-person teams. The "Country Manager" simulation provided the team an opportunity to actually manage the international expansion activities for a multinational company. Each team developed and implemented strategies for entering into and expanding throughout the Latin American region for a consumer packaged goods firm that manufactured and marketed toothpaste. Students determined which countries to enter, when to enter them, where to place products, which customers to target, which products to launch, set price points, determined sales channels, and managed various marketing communications activities. Peer evaluations were used to assess each group member's contribution to the team in playing the game. Each team member was to divide 100 points among fellow team members based on each person's contribution to the simulation experience. Students entered the points in the peer evaluation portion of the "Country Manager" simulation program. The program accumulated the total number of points each team member received. The instructor of the course set 90 points as the level at which a student would be considered to have made a significant contribution to the simulation experience. Results from the assessment were collected from the instructor of the course and summarized in the Innovation and Assessment Office in the fall of 2008. Results

indicated that 98 percent of team members made significant contributions to the simulation.

This assessment of IMBA students' teamwork abilities was useful for the program because it reinforced that program expectations and performance in teamwork skills are being met.

The results of the assessment for Learning Goal (5) were compiled by the Innovation and Assessment Office and were forwarded to the IMBA Assessment Task Force for review in the spring of 2009. Action items that resulted from the discussion of the assessment results can be found in the Results Summary and are contained in the Action Plan Form that is included in this section.

Results Summary for Learning Goal 5

Student Learning Goal #5: Teamwork Skills						
Performance Criteria	Assessment Method(s)	Sources Assessment	Measures	Time of Data Collection	Instructor of Course	Evaluators of Results
Peer Evaluations	Course-embedded	DMSB 714 – International Management	Peer Evaluations	Fall 2006	Dr. Tatiana Kostova	IMBA Assessment Taskforce and the GPFC
Peer Evaluations	Course-embedded	DMSB 716 – Global Marketing Management	Peer Evaluations	Fall 2008	Dr. Martin Roth	

Results: Students’ self-report of teamwork skills based on specific group project work indicates that they are developing excellent teamwork skills. In the DMSB 714 research project, 94% of students indicated the top-two scores (75% “strongly agree” and 19% “almost strongly agree”) on team member meeting participation and assignment completion, and 95% indicated the top-two scores (77% “strongly agree” and 18% “almost strongly agree”) on teammates contributing significantly to project work. In the DMSB 716 simulation game, all students received average scores of 80 or greater out of 100 in terms of their contribution to their team’s simulation.

Teamwork expectations and performance appear to be being met. These results are consistent with indirect student feedback on the quality and amount of group work from the EBI exit survey benchmark study. No curriculum changes suggested at this time.

Actions (March 19, 2009): Continue to evaluate self-reports and indirect assessments.

Next Cycle: 2010 – 2012

Rubric for Learning Goal 5: Teamwork Skills

DMSB 714: International Management

Peer Evaluation Form

Country:

Company:

For each member of your group (including yourself), please indicate the degree to which you agree with the two statements below. Use a 1-5 scale (1-Do not agree at all; 5-Strongly Agree).

1. This person regularly attended all meetings of the group and completed his/her individual task according to the group schedule,
2. This person contributed significantly to the work on the project

Name	Statement 1	Statement 2

Assessment Results for Learning Goal 5: Teamwork Skills

Peer Evaluations

DMSB 714: International Management - Fall 2006

DMSB 716: Global Marketing Management – Fall 2008

DMSB 714: International Management

- During the second class session of the International Management course, teams of 5-6 people were formed and made responsible for writing and presenting a paper entitled “Getting Ready for an International Assignment” for a particular country and company. The purpose of the assignment was to demonstrate students’ knowledge and understanding of the critical issues of accepting an international assignment, their ability to collect necessary country, industry, organization, and subsidiary –level data, as well as their teamwork and presentation skills.
- At the conclusion of the team project, each student was asked to rate the degree to which he/she agreed with two statements as they pertained to members of the team.
- Results were collected for a total of 97 students

DMSB 716: Global Marketing Management

- Students were assigned a Country Manager simulation game and were asked to work in small 4-person teams.
- The Country Manager simulation game provided the team an opportunity to actually manage the international expansion activities for a multinational company. Each team developed and implemented strategies for entering into and expanding throughout the Latin American region for a consumer packaged goods firm that manufactures and markets toothpaste.
- The simulation will enabled students to learn by doing. Students determined which countries to enter, when to enter them, where to place products, which customers to target, which products to launch, set price points, determined sales channels, and managed various marketing communications activities.
- Peer evaluations were used to assess each group member’s contribution to the team in playing the game.

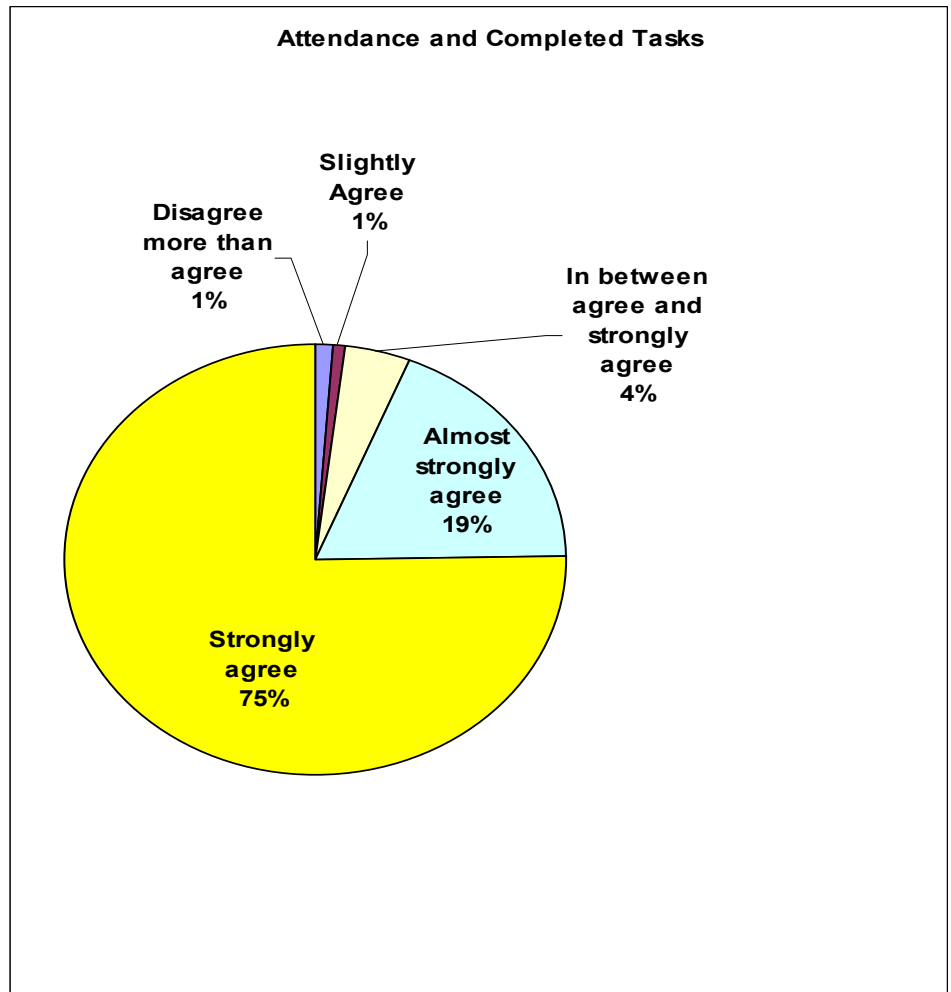
DMSB 714: Global Management Results

Please indicate the degree to which you agree with the following statement:

The team member regularly attended all meetings of the group and completed his/her assigned tasks according to the group schedule

Results:

Over 95% of students agreed that members of the team attended the team meetings and completed assigned tasks.



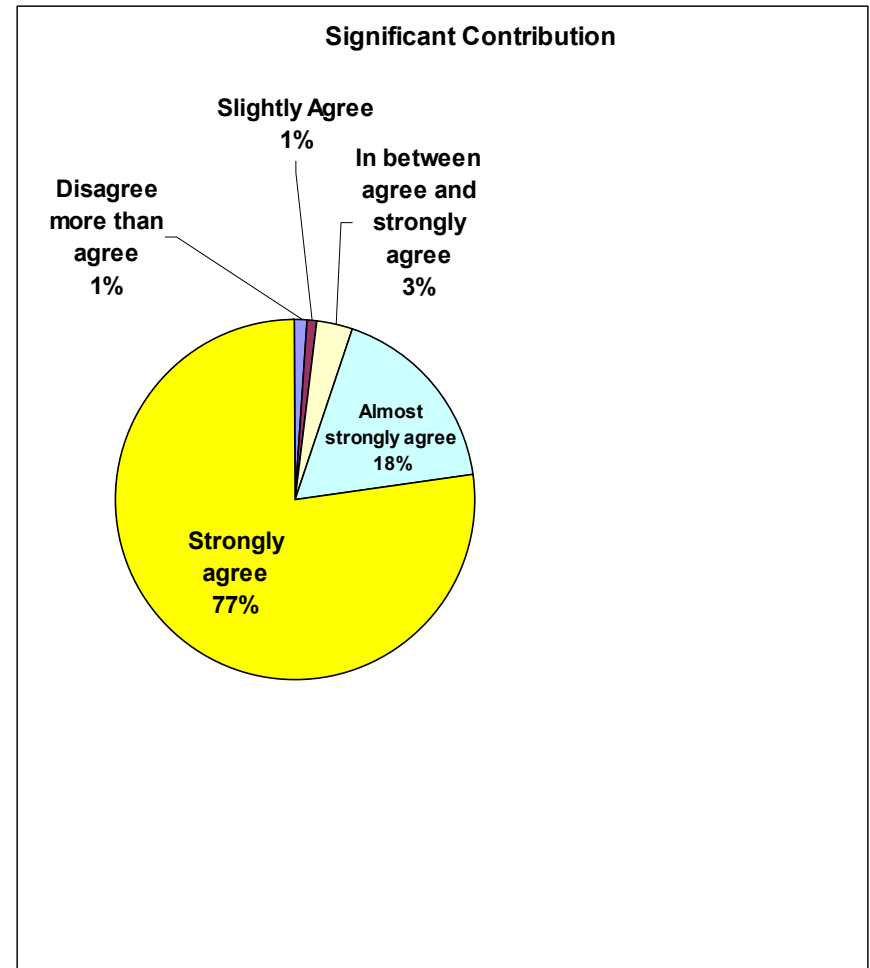
DMSB 714: Global Management Results

Please indicate the degree to which you agree with the following statement:

This person contributed significantly to the work on the project

Results:

Over 98% agreed that team members made significant contributions to the assignment.

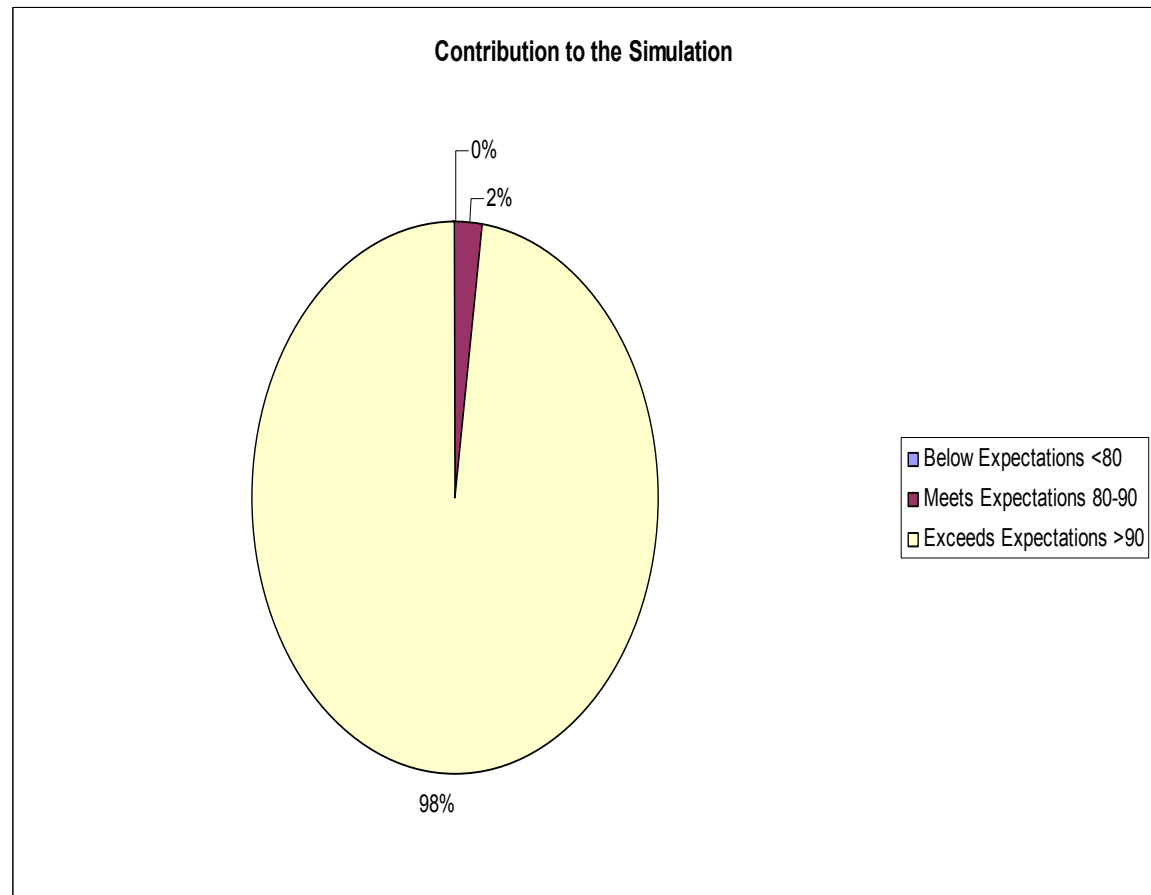


DMSB 716: Global Marketing Management Results

Please divide 100 points among your teammates based on their contribution to the simulation experience

Results:

Ninety – eight percent of team members made significant contributions to the simulation.



Assessment Action Plan Form for Learning Goal 5

Degree Program: International Master of Business Administration (IMBA)

Committee: IMBA Assessment Taskforce/GPFC

Learning Goal: Teamwork Skills (Learning Goal 5)

Date: March 19, 2009

Assessment Activity/Course:

Peer Evaluations/DMSB 714 – International Management, Fall 2006

Peer Evaluations/DMSB 716 – Global Marketing Management, Fall 2008

Questions

What do the assessment results mean for the program?

Students' self-report of teamwork skills based on specific group project work indicates that they are developing excellent teamwork skills. In the DMSB 714 research project, 94% of students indicated the top-two scores (75% "strongly agree" and 19% "almost strongly agree") on team member meeting participation and assignment completion, and 95% indicated the top-two scores (77% "strongly agree" and 18% "almost strongly agree") on teammates contributing significantly to project work. In the DMSB 716 simulation game, all students received average scores of 80 or greater out of 100 in terms of their contribution to their team's simulation.

As a result of this assessment, what curriculum changes will be made?

Teamwork expectations and performance appear to be being met. These results are consistent with indirect student feedback on the quality and amount of group work from the EBI exit survey benchmark study. No curriculum changes suggested at this time.

As a result of this assessment, what other actions will be taken for this program?

Continue to evaluate self-reports and indirect assessments.

What, if anything, could make the assessment more effective?

No changes identified at this time.

General Comments:

Learning Goal #6

Effective Communication

- **Narrative**
- **Results Summary**
- **Rubric**
- **Assessment Results**
- **Action Plan Form**

Narrative for Learning Goal 6: Effective Communication

To assess Learning Goal (6), Effective Communication, all students enrolled in the IMBA Program complete a summer internship and are required to prepare a two-page paper that explains in detail the full business skills used in the internship. This paper was evaluated for written communication ability using a standard scoring rubric for master's level writing assignments.

Additionally, students enrolled in the IMBA Language Tracks are required to complete a language-skills test in their language of study. The results of language skills tests are used to further assess students' oral and written communication abilities.

In the fall of 2006, the Assessment Coordinator for the school collaborated with the IMBA Internship Track Managers to collect a representative sample of 33 internship written reports by IMBA Track (Language and Global). In the fall of 2008, a meeting was held with the Director of the Center for Business Communication, lecturers within the Management Department, the Chair of the Management Department, and the Director of the Marketing Communications Office to discuss who would best serve as evaluators for written communications skills of master level students. At the conclusion of this meeting it was determined that the best evaluators would be instructors who have some business writing experience and would come from other schools on campus.

The Assessment Coordinator inquired around the campus for evaluators with business writing expertise and was referred to a PhD student in the English department who taught the Business Communications course in the English Department, and who had previously worked on a similar evaluation project for the English Department. This person also had four years corporate work experience and had completed multiple MBA courses at another university. This person was contacted and was selected as the rater for the internship student reports.

For the purposes of assessing Learning Goal (6), a scoring rubric was adapted from the University of Scranton by the Assessment Coordinator for the purposes of rating business writing on a master level. The writing rubric contained six criteria: Logic and Organization, Language, Style, Spelling and Grammar, Development of Ideas and Purpose and used a 5-point scale where 1 was "Unsatisfactory" and 5 was "Outstanding" for each criterion. The rubric along with the sampled internship reports were forwarded to the evaluator. Results of the assessment were very positive. Across the six criteria, no more than nine percent of students were below expectations.

The assessment of written communication skills in English was useful for the program and it helped us to add oral presentations to our assessment of communication skills in English.

IMBA students' foreign language abilities for those in the Language Tracks are tested through a variety of external sources, so that we may provide evidence that our foreign language competency goal is being met. The IMBA program has established

partnerships with overseas institutions which provide language instruction. This offers our students greater language and culture immersion in their country of study. At the conclusion of language study our students are administered language skills exams, which are often in the form of national language tests.

During the 2005-2006, 2006-2007 and 2007-2008 academic years, foreign language testing was administered to students enrolled in the French, German, Portuguese and Spanish tracks. At the close of each semester the Assessment Coordinator collected the appropriate language test results for students in each track from their assigned Internship Track Manager and summarized the findings. Results across these four language tracks indicated that students are developing effective communication in their language of study. Particularly strong are their comprehension (reading, listening) and written communication skills. Oral communication skills were good, though often lower than comprehension and written communications.

The assessment of foreign language skills is very useful to the IMBA program because it identifies a need for the program to standardize foreign language assessments, rather than using idiosyncratic national tests.

All language testing results were held in the Innovation and Assessment Office until the spring of 2009, when they were forwarded to the IMBA Assessment Task Force for review. Action items that resulted from the discussion of the assessment results can be found in the Results Summary and are contained in the Action Plan Form that is included in this section.

Results Summary for Learning Goal 6

Student Learning Goal #6: Effective Communication

Performance Criteria	Assessment Method(s)	Sources Assessment	Measures	Time of Data Collection	Instructor of Course	Evaluators of Results
Internship Reports	Required Program Activity	Internship Experience	Brief Internship Report	Summer 2006	Dr. David Hudgens Mr. Louis Dessau Ms. Cynthia Wharton	IMBA Assessment Taskforce and the GPFC
French Lang. Skills Test	Required Skills Test for French Track	French Chamber of Commerce ESC Clermont	TEF TCF DELF/DALF	Sp. 05, Sp. 06 Spring 2008 Spring 2008	Mr. Louis Dessau	
German Lang. Skills Test	Required Skills Test for German Track	SIT TELC	SIT Test TELC Exam	Spring 2008 Spring 2008	Ms. Cynthia Wharton	
Portuguese Lang. Skills Test	Required Skills Test for Portuguese Track	Brazilian Ministry of Education	CELPE Exam	Spring 2008	Mr. Louis Dessau	
Spanish Lang. Skills Test	Required Skills Test for Spanish Track	EXIGE ITESM	EXIGE Exam	Fall 2006 Spring 2007 Spring 2008	Mr. Louis Dessau	

Results: On average, 96% of students met or exceeded effective communication expectations on their written internship reports. Across the six report areas evaluated, no more than 9% of students were below expectations. Students' demonstrated strong abilities on writing effective communications. Due to differences in national language testing procedures and methods, four of the seven active IMBA languages were assessed during 2005-08. Across the French, German, Portuguese, and Spanish assessments, results indicate that students are developing effective communication skills in these languages. Particularly strong are their comprehension (reading, listening) and written communication skills. Oral communication skills were good, though often lower than comprehension and written communications.

Actions: While not a curriculum change per se, oral English presentations need to be identified in the curriculum to assess students' oral communication effectiveness. Foreign language training needs to add emphasis on oral communication skills. This need will be shared with foreign language partner institutions, and submitted syllabi checked for greater emphasis on oral communications. Future assessments need to include Arabic, Chinese, and Japanese foreign languages (and Italian if that language track is active). Standardizing the foreign language assessments rather than using idiosyncratic national tests. We are exploring the use of ACTFL (American Council on the Teaching of Foreign Languages) testing for all language tracks.

Next Cycle: 2010-2012

Assessment Results for Learning Goal 6: Effective Communication **Foreign Language Testing of IMBA students**

IMBA students' language abilities are tested through a variety of external sources, so that we may provide evidence that our foreign language competency goal is being met. Major improvements have been seen in students' foreign language mastery, as a result of changes made in the delivery of language instruction. The IMBA program has established partnerships with overseas institutions which provide language instruction. This offers our students greater language and culture immersion in their country of study. During the 2005-2006, 2006-2007 and 2007-2008 academic years, foreign language testing was administered to students enrolled in the French, German, Portuguese and Spanish tracks.

French

When we began the assessment process in 2005, students in the French language track studied French at the College of Arts and Science at USC's Columbia campus. Since changing our delivery of language instruction, students' scores on the Test d'évaluation de Français (TEF) offered through the Paris Chamber of Commerce have improved over 17%. Results of the TEF exam are included in the appendix to this document.

In the spring of 2006, we were able to collect data on French language test results. A total of four students took the TEF exam. The average scores for all students taking the exam were: 4.5 in Written Comprehension, 4.5 in Listening Comprehension, and 3.25 in Structure and Vocabulary. All four students who took the TEF exam achieved total scores which reflected an Intermediate language level. The total score represents the combined score for the three areas of Written Comprehension, Listening Comprehension and Structure and Vocabulary.

In the spring of 2008, thirteen French track students studied their language overseas at Groupe ESC Clermont Graduate School of Management. IMBA students enrolled in the French language track took the Diplôme d'études en Langue Française (DELFL) or the Diplôme Approfondi de Langue Française (DALFL) test appropriate to the language level he/she has achieved as of the date of testing. DELFL and DALFL are composed of 6 independent diplomas (covering beginner, intermediate and advanced competency) from A.1 to C.2 that correspond to the levels determined by the Common European Framework of Reference for Languages.

At the conclusion of study, the Test de connaissance du Français (TCF) was administered to test students' French language abilities in Oral Comprehension, Language Structure, and Written Comprehension. TCF employs a scale from 100 to 699 points and student performance on the test is explained using the following descriptors: Elementary, Advanced Elementary, Intermediate, Advanced Intermediate, Superior, and Advanced Superior. Students performed best in the Written Comprehension component, followed by Oral Comprehension. Overall test scores showed that of the thirteen students taking the exam, seven performed at Intermediate level, and six were Advanced Intermediate.

German

In the spring of 2008 the nine IMBA students enrolled in the German language track completed two exams designed to test their foreign language capabilities. The first exam was administered by The Sprachinstitut Tübingen (SIT) of the international association Internationaler Bund (IB). SIT is one of the oldest institutes of the IB and has been active in the field of teaching German as a foreign language for 35 years. After the first 12 weeks of the program, students complete the German language exam offered by SIT.

Nine students completed the first German language exam administered by SIT. SIT measures four areas: Hearing and Understanding, Reading and Understanding, Verbal Expression and Reading Expression. Students are rated on a scale of Very Good, Very Good-Well, Well, Well-Satisfactory and Unsatisfactory. The exam results showed that students' performance was split between Very Good/Well and Well in the areas of hearing and understanding. In reading and understanding, two-thirds of the students performed "Well", while one-third performed either Very Good or Very Good/Well. In the area of verbal expression, none of the students performed at a level of "Very-Good", but five were . In the final area of written expression, none of the students performed at Well/Satisfactory. On the whole, students' abilities were strongest in Written Expression and weakest in the Verbal Expression.

At the conclusion of the remaining 4 weeks of language instruction, students in the German track took the German language test offered through The European Language Certificates (TELC). TELC examinations represent a systematic, well thought-out approach to the assessment of foreign languages skills and offer a clearly structured program of examinations based on the Common European Framework of Reference for Languages published by the Council of Europe.

Eight German Track students took the final language exam offered through TELC. Similarly they performed much better in the areas of written expression, but not very well in the area of oral expression.

Portuguese

Certificado de Proficiência em Língua Portuguesa para Estrangeiros (CELPE) is the only certificate of proficiency in Brazilian Portuguese as a foreign language officially recognized and developed by the Brazilian Ministry of Education (MEC). A total of four of our Portuguese track students completed five written parts and one oral communication component of the exam. Each of the four students taking the exam scored differently. The students overall results on the exam were Basic, Advanced, Intermediary, and Superior Intermediary respectively.

Spanish

In 2006 and 2007 participants in the Spanish language track were tested at the beginning of their formal language training using the EXIGE examination. First, at the conclusion of the formal language training , and at the conclusion of the internship. The purpose of the testing was to determine the impact which the internship has on language learning.

Clearly students' language skills improved substantially as a result of the language training as evidenced in the USC IMBA Students-Comprehension lectura spreadsheet. However, little incremental improvement is seen after the internship - in fact, performance deteriorated. This might be explained by (1) infrequent language (Spanish) use on internship, (2) the time lag between the internship end and the final test, and (3) how seriously the students took the last test.

In the fall of 2007, ITESM had students take a Spanish language exam at the outset for placement purposes and again upon completion of the overseas language instruction. Several students opted out of the post-test., but most made significant progress between the two exams.

In the spring of 2008 Six Spanish track students took the Diploma de Espanol como Lengua Extranjera hereafter referred to as the DELE. The DELE certifies the level of ability achieved by candidates regardless of where and when they have carried out their studies of Spanish. The Diplomas are recognized by official institutions of Spanish-speaking countries and, increasingly, by corporations, chambers of commerce, and educational institutions in Europe and the United States. DELEs are offered at three levels, Beginner, Intermediate, and Proficient. Our students took the (Nivel Inicial) or Beginner Level exam.

The Beginner Level exam attests to sufficient linguistic ability for understanding and responding appropriately in most normal day-to-day situations and for expressing desires and needs in a basic way.

The examination consists of five sections: Reading comprehension, Written expression, Listening comprehension, Grammar and vocabulary and Oral expression.

A grade of “no apto” (unsatisfactory) on any one of the sections constitutes failure.

Overall student results showed that on a total of 72 items, in the areas of oral expression two students scored between 75% and 80%, three performed at 80% and one performed at 96%. Written communication scores were much higher with four students rated as “Good” while the remaining two students scored “Very Well” in written communication areas.

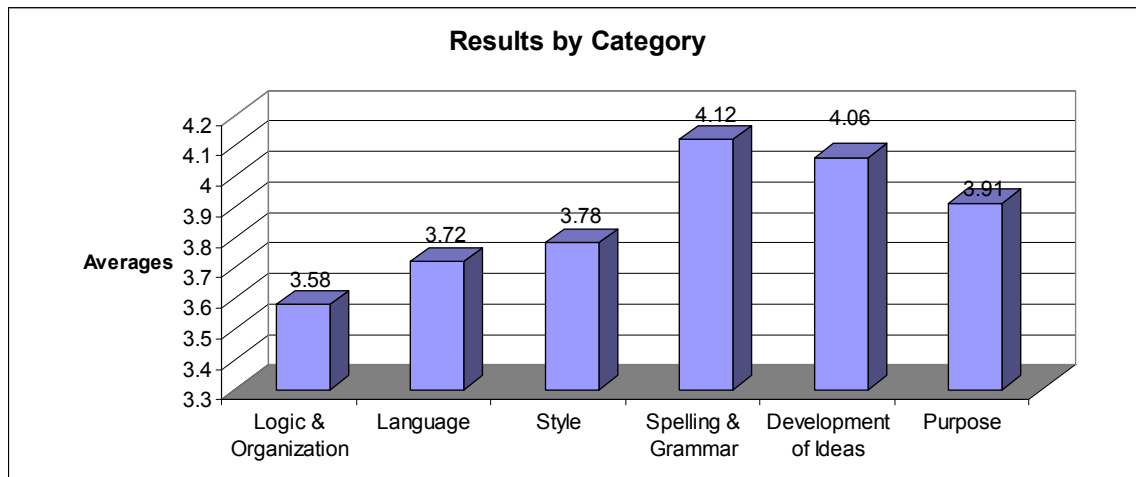
Assessment Results for Learning Goal 6: Effective Communication

Internship Student Reports:

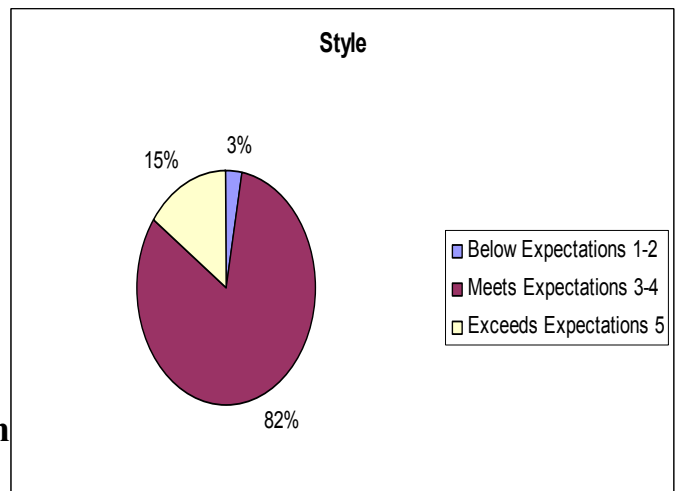
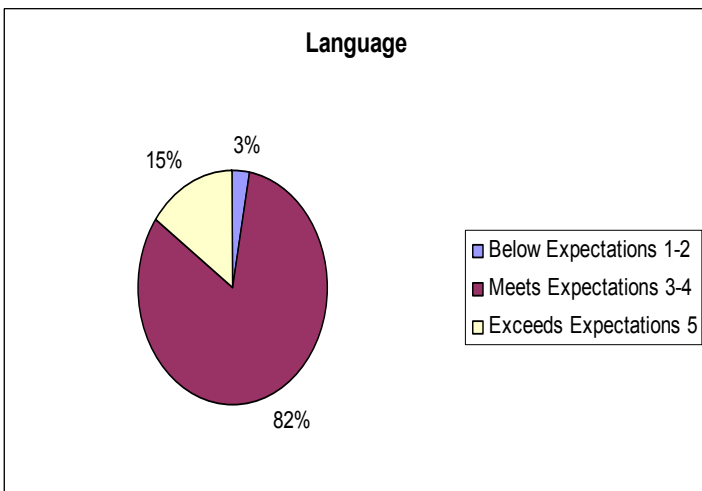
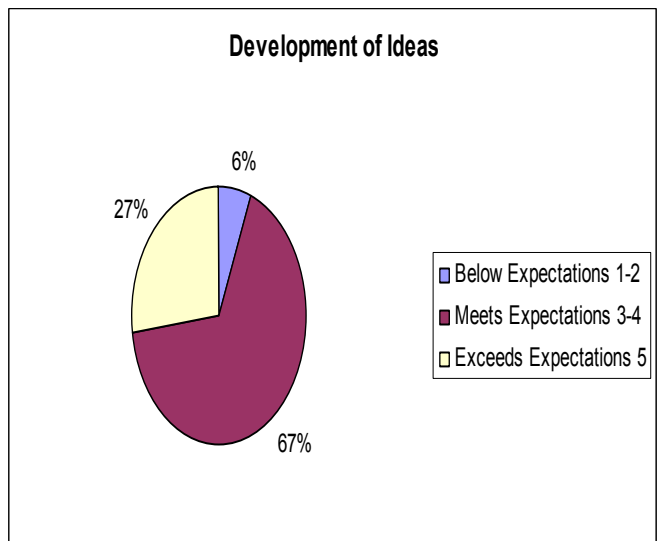
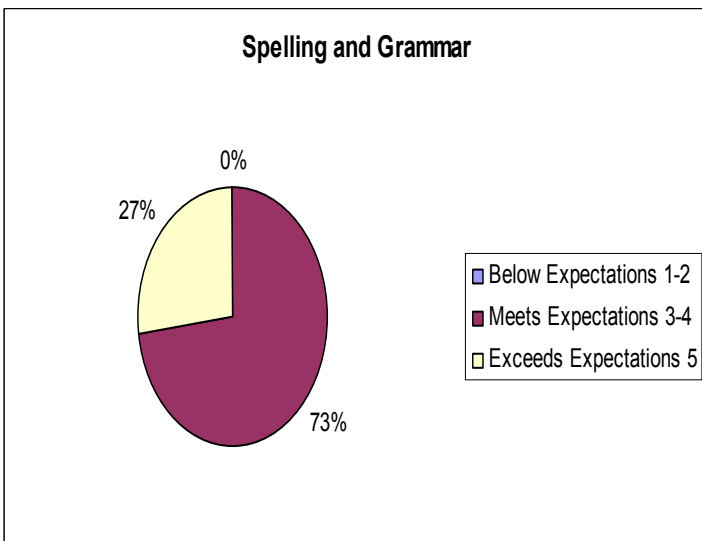
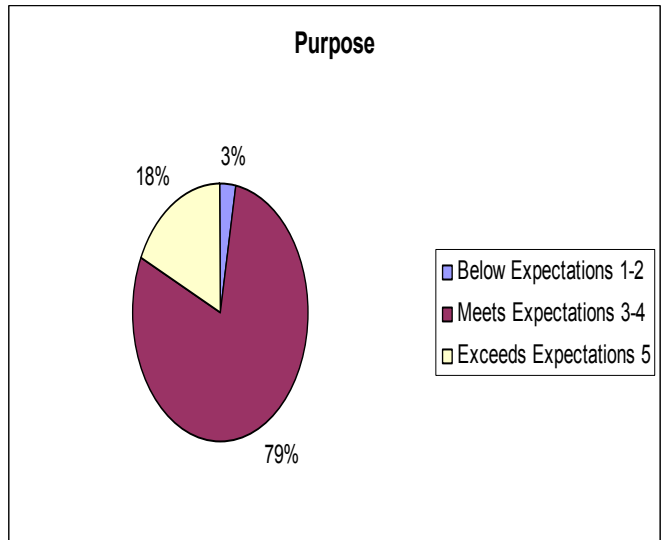
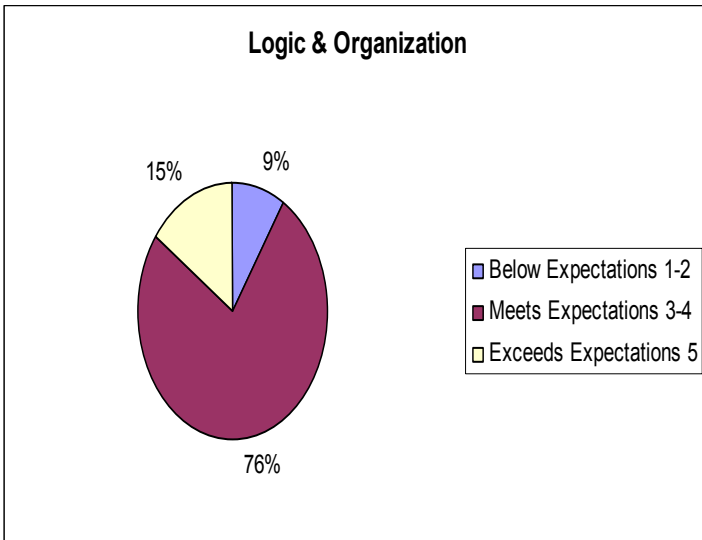
At the conclusion of the internship, each IMBA Student is asked to write brief report to describe the business skills used in the completion of the internship and how each skill related to the courses taken in the first year of study.

A total of 33 reports were collected from Internship Track Advisors. These reports were then reviewed by an independent assessor in the English department for written communication ability.

Overall Results



Assessment Results for Learning Goal 6: Effective Communication
Internship Student Reports
Assessment Results by Category



Degree Program: International Master of Business Administration (IMBA)

Committee: IMBA Assessment Taskforce/GPFC

Learning Goal: Effective Communication (Learning Goal 6)

Date: March 19, 2009

Assessment Activity/Course:

English: Internship Student Reports/DMSB 706B – Internships, Summer 2006

French: Test d'évaluation de français (TEF); Diplôme d'études en Langue Française (DELF) or the Diplôme Approfondi de Langue Française (DALF) (DELF/DALF)/DMSB 700

German: Sprachinstitut Tübingen (SIT) of the international association Internationaler Bund (IB); The European Language Certificates (TELC)/DMSB 700

Portuguese: Certificado de Proficiência em Língua Portuguesa para Estrangeros (CELPE)/DSMB 700

Spanish: Exige Exam; ITESM Exam; Diploma de Espanol como Lengua Extranjera (DELE)/DMSB 700

Questions

What do the assessment results mean for the program?

On average, 96% of students met or exceeded effective communication expectations on their written internship reports. Across the six report areas evaluated, no more than 9% of students were below expectations. Students' demonstrated strong abilities on writing effective communications.

Due to differences in national language testing procedures and methods, four of the seven active IMBA languages were assessed during 2005-08. Across the French, German, Portuguese, and Spanish assessments, results indicate that students are developing effective communication skills in these languages. Particularly strong are their comprehension (reading, listening) and written communication skills. Oral communication skills were good, though often lower than comprehension and written communications.

As a result of this assessment, what curriculum changes will be made?

While not a curriculum change per se, oral English presentations need to be identified in the curriculum to assess students' oral communication effectiveness.

Foreign language training needs to add emphasis on oral communication skills. This need will be shared with foreign language partner institutions, and submitted syllabi checked for greater emphasis on oral communications.

As a result of this assessment, what other actions will be taken for this program?

Future assessments need to include Arabic, Chinese, and Japanese foreign languages (and Italian if that language track is active).

What, if anything, could make the assessment more effective?

Standardizing the foreign language assessments rather than using idiosyncratic national tests. We are exploring the use of ACTFL (American Council on the Teaching of Foreign Languages) testing for all language tracks.

General Comments:

Part V. Indirect Assessments

Overview of Exit Survey Methodology

Purpose

The Darla Moore School of Business has been administering a Full – Time MBA Exit Survey developed by Educational Benchmarking, Inc. (EBI) to graduating students in the IMBA program annually since 2001. The purpose of the Full-Time MBA Exit Assessment is to assess the overall program effectiveness of the participating institution. EBI evaluates overall effectiveness of the Full-Time MBA program, based on students' responses to the following three areas:

- 1) Likelihood that the student would recommend the Full-Time MBA Program
- 2) Investment quality of the program
- 3) How well the program met the students' expectations

The exit assessment allows a participating institution the opportunity to evaluate student responses and identify the strengths and weaknesses of the degree program. Students' responses are then compared against those of students responding to the same questions at other participating institutions. Through this process, each participating institution is able to benchmark its program effectiveness against other competing institutions.

Scale

Groups of individual questions with the aim of establishing a relationship with some aspect of the program are called factors. Using multiple regression analysis, EBI determines which of those factors (those with a significant weight) can be considered predictors of overall program effectiveness.

All responses are averaged on a 7-way scale where a mean is reported from a range of 1, being the lowest value, to 7 the highest value. EBI assigns a qualitative descriptor for each factor mean based upon a range of mean values. The descriptors of Superior, Excellent, Good, Fair or Poor are used to further define the program's level of performance on each factor.

Other Useful Information

There are questions asked within the exit assessment which do not constitute a factor. These non-factor questions are used to evaluate areas that are important to the institution, but not tied to overall program effectiveness.

EBI writes, *“Knowing what is not related to – or predictive of – Overall Program Effectiveness can be a valuable insight. Presumably one would not allocate scarce resources to improve elements that are not related to Overall Program Effectiveness. Conversely, if we know the best predictors of Overall Program Effectiveness, investment in those areas would pay high dividends.”*

Each participating institution has the option of adding additional institution-specific multiple choice and open ended questions for which EBI will provide results.

Description of the Priority Matrix

Once predictors of overall program effectiveness are determined, EBI plots that factor on a four – quadrant grid called a Priority Matrix. The four quadrants categorize the level of importance of the predictors on overall program effectiveness. The four quadrants are classified as Top Priority, Maintain/Improve, Maintain and Monitor. Factors falling into the top priority quadrant have a high impact on overall effectiveness but a low performing mean. Top priority areas indicate facets of the program requiring the most attention. Investment made in efforts to improve areas labeled as top priority should yield a higher measure of program effectiveness. Program performance is solid in both the Maintain/Improve and the Maintain quadrants. The difference between the two is that items in the Maintain/Improve quadrant have a high impact on overall effectiveness, whereas factors in the Maintain quadrant have a low impact on overall program effectiveness. Lastly, in the Monitor quadrant, are those areas for which the program performed poorly but have little impact on program effectiveness.

Comparison Groups

EBI provides results comparisons in three categories, the Select 6, Carnegie Class and all participating institutions.

The Select 6 category includes six EBI participating institutions that we choose as our primary comparison group, based upon similarities found among comparative programs at these institutions and our program. Program rankings included in this category will fall between 1, signifying the highest mean of the 7 total institutions in the Select 6, to 7, the lowest mean of the Select 6.

The Carnegie Class is a group of institutions classified by level and types of degrees offered through that institution. EBI compiles the results of all members of the Carnegie Class and uses the data generated to set benchmarks among these institutions. University of South Carolina is classified as an extensive Doctoral/Research University offering a wide range of baccalaureate programs and awarding over fifty or more doctoral degrees per year.

The aggregate of institutions that administered the exit assessment comprise the last EBI comparison group. All sorts of institutions are represented in the all institution comparison, e.g., Associate Colleges, Baccalaureate Liberal Arts Colleges, and International Schools.

Summary of EBI Full –Time Exit Assessment – Spring 2008

The most recent Full-Time MBA exit for which we have results was administered in the spring of 2008. Results of the Full-Time MBA Exit survey for spring of 2009 will be available early Fall 2009. Below are highlights of exit survey results from students who responded to the most recent exit survey.

Highlights

- Overall Program Effectiveness 5.11 (Good). Very slight change from last year (down 2%).
- Response rate of 66%, which was slightly below the response rate from 2007 (72%). The Executive Director of the IMBA program notified students in advance of the survey.
- Very competitive Select 6 (Ohio State, George Washington University , University of Pittsburgh, Michigan State, Thunderbird and the University of Florida). Ohio State, Michigan State, Thunderbird, and Florida were included in the Select 6 in 2007. The consistency in schools participating in the exit study makes the benchmarking results very valuable.
- Continuing trend of fewer predictors of overall program effectiveness. This year there was only one predictor of overall program effectiveness; Career Services and Placement.
- Career Services and Placement – Mean 4.32 (Fair, Up 5%) is the only predictor of Overall Program Effectiveness and is in the Top Priority quadrant of the Priority Matrix. The IMBA program improved over last year and ranked 3 of 7 in the Select 6 in Career Services and Placement.
- **Major Strengths:** Faculty and Curriculum – Number 1 ranking in 4 of 5 areas related to faculty and curriculum. Ranked #1 in instruction in the areas of Accounting, Operations and International Business.
- **Major Weakness:** Facilities and Computing Resources is the major weakness of the program. For the second year in a row we ranked last in all three comparison groups on this factor. Of all questions asked in the exit study we received our lowest means on those questions related to the quality of MBA classrooms, and computing resources.
- **Big Improvement:** Program Administration 4.85 (Good, Up 11%) – Ranked 6th in the Select 6 in this area. In 2007 we were last in this area in the Select 6 and Carnegie Class, and in the bottom 6% among all participating institutions.

Top Priority

The mean for Overall Program Effectiveness was 5.11 (Good). EBI measures Overall Program Effectiveness, through the evaluation of three major areas:

- 1) Inclination to recommend MBA program to a close friend 5.37 (Good)
- 2) Investment quality of the program 5.03 (Good)
- 3) BOTTOM LINE - How well the program met the students' expectations? 4.92 (Good)

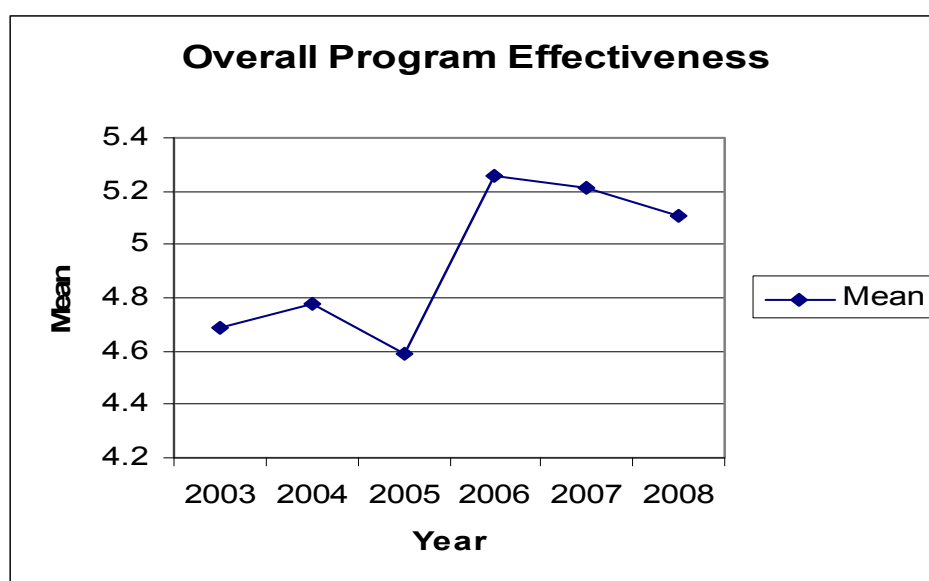
This is the third year in a row that the question regarding how well the program lived up to the students' expectations produced the lowest mean of the questions related to the Overall Program Effectiveness.

Institution -Specific Questions

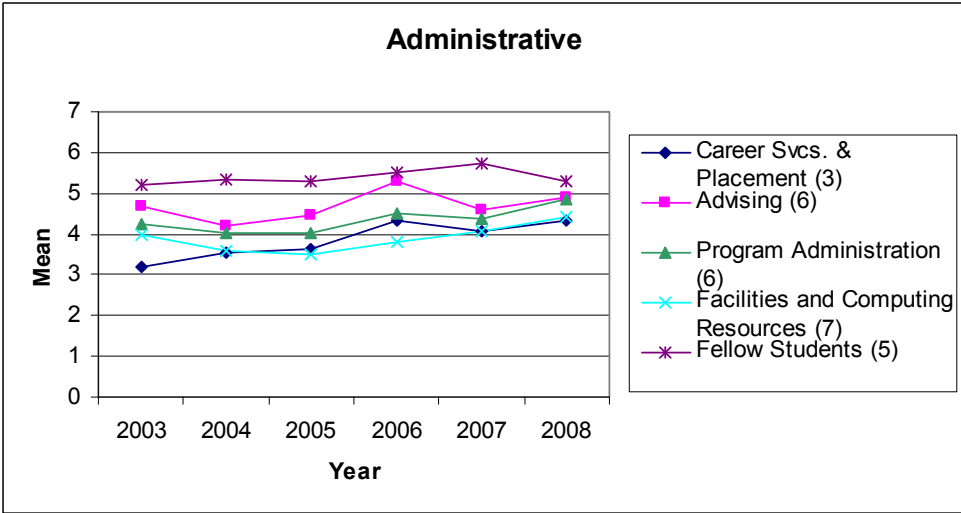
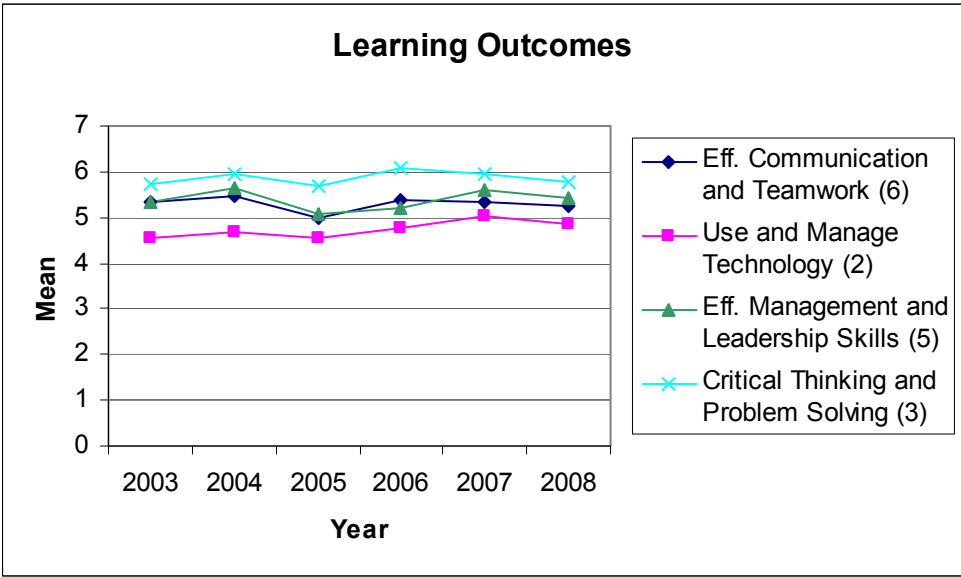
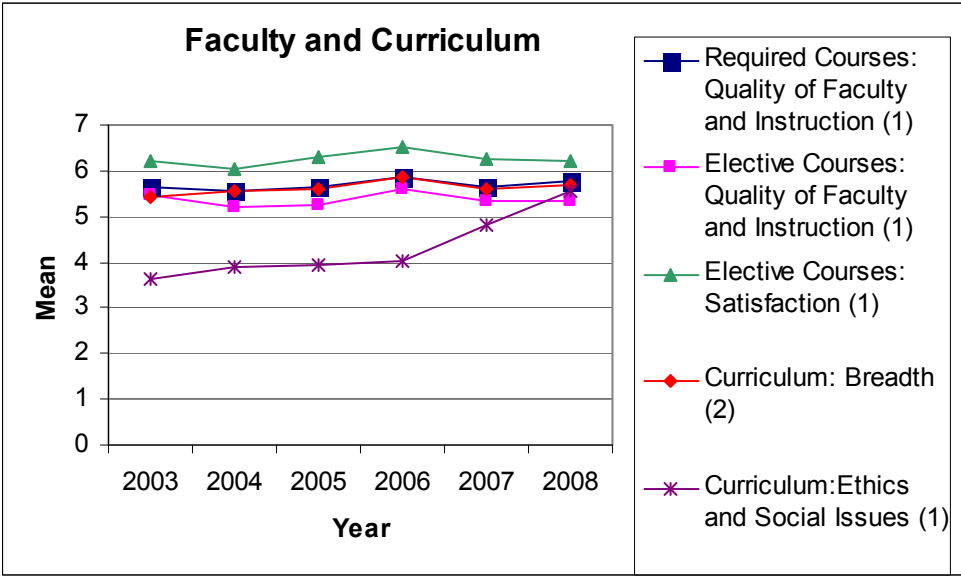
From the responses to the institution-specific questions, we can identify which aspects of the IMBA program had the most positive impact on the graduating students from the class of 2008. Most of the experiences mentioned had a positive impact on the IMBA experience, especially the semester of study abroad. . Fifty percent of students thought GCMO activities impacted their IMBA experience positively, while 40% were indifferent about GCMO activities. This is the third year in a row that internship advising and track management produced the lowest mean of the institution –specific questions, 4.25 (Fair).

	Mean 2008	Mean 2007	Difference	Definite positive impact
Semester Study Abroad	6.47- Excellent	6.58- Superior	Down 2%	93%
Core Courses	5.73- Excellent	5.86- Excellent	Down 2%	73%
Elective Courses	5.76- Excellent	6.04- Excellent	Down 4 %	71%
GCMO Activities	5.16- Good	4.93- Good	Up 4%	50%
Language and Global Track Courses	6.02- Excellent	6.03- Excellent	No Change	78%
Internship	6.11- Excellent	6.36- Excellent	Down 4%	83%
Project work in Courses	5.66- Excellent	5.84- Excellent	Down 3%	73%
Interaction with Faculty	5.63- Excellent	5.67- Excellent	Down .7%	74%
Interaction with IMBA Staff	5.47- Good	4.81- Good	Up 13%	66%
Internship Advising and Track Management	4.25- Fair	4.10- Fair	Up 3%	38%

Since 2003, we have tracked performance trends in four key areas: Overall Program Effectiveness, Faculty and Curriculum, Learning Outcomes and Administrative services.. A representation of our performance over the last five years is illustrated in the graphs below:



Summary of EBI Full –Time MBA Exit Assessment – Spring 2008 continued...



Part VI.

Appendix

1. Personal Leadership Development Plan
2. Internship Course DMSB 706 A & B

Personal Leadership Development Plan (IMBA version)

Introduction

Anyone can be an effective leader - given the right tools, skills, and situation. The purpose of the following is to guide you through a leadership development process. You will analyze your current situation, your leadership skills, and your personal career goals to produce positive change and improvement in your leadership and influence competencies.

There are two sections to this plan:

1. First, you will describe your "career-leadership" goal for the first 12-18 months after your current educational experience (e.g., move into senior management, run your own business unit, become department director, become project manager, run multiple consulting projects within a certain expertise, start your own organization).

2. Second, you will analyze and compare the results from your Birkman assessment with a leadership self-assessment.

3. Third, you will then highlight two areas of improvement - two "Leadership Improvement Goals."

4 Last, you will discuss how your leadership style and organizational culture interact

In the space below, respond to the following question. What leadership capacity do you want to experience within the first 12-18 months after completing the IMBA program?

The following questions are designed only to prompt your thinking: .-

- o *Do you want to manage multiple consulting projects?*
- o *Do you want to work in a particular industry or organization?*
- o *Do you have a functional preference (e.g., marketing, supply chain, human resources, finance)?*
- o *Do you want to run your own department or area?*
- o *Do you want to move into senior management within a particular function?*
- o *Do you want to start your own company / organization?*

Section 2 cont': Leadership Self-Assessment ("Your Leadership Style")

In this section, you will first develop a summary of your leadership self-assessment (see Leadership Assessment document*). Then, you will compare this self-assessment with your Birkman assessment.

Your Leadership Style

What is your leadership style per the leadership self-assessment?

How does your leadership self-assessment agree and/or disagree with your Birkman assessment?

[Insert text here]

In this section, you summarize your Birkman assessment. Use the following section from the Birkman when answering the following questions:

1. Life Style Grid (pages 1-9)

Your Leadership Style

Describe your usual leadership style per the Birkman assessment.

[Insert text here]

When in a leadership position, describe how you balance focusing on both tasks (i. e., objectives) and relationships (i.e., the people reaching the objectives).

[Insert text here]

Improvements: Now, you are ready to target two goals for improvement.

- What are two areas of improvement are needed based upon the comparison of your current leadership assessment (i.e., Birkman and Self-Assessment) with your desired, career-leadership goal?
- For each area of improvement (i.e., leadership improvement goal), provide a brief explanation as to why that area of improvement is important for your career-leadership goal.

Leadership Improvement Goal #1 [Insert text here]

Why important? [Insert text here]

Leadership Improvement Goal #2 [Insert text here]

Why important? [Insert text here]

Internship Course

DMSB 706 A & B

Part I - DMSB 706A - 6 Credits, Pass/Fail Grade

I. Grading:

DMSB 706A is graded on a Pass/Fail basis (Graded as **Satisfactory - S** – or **Unsatisfactory - U**). In order to pass, the student must complete ALL of the following criteria by the specified dates. Failure to satisfy one or more items will result in a failing grade and failure in the IMBA Program.

II. Requirements:

Attend 80% of IMBA speaker series (schedule to be distributed at a later date)

Have your advisor sign the Internship Contract Available through the Registrar's website at: http://registrar.sc.edu/pdf/internship_contract.pdf

Satisfactory evaluation of internship by sponsoring company near the conclusion of the assignment (for Internship 2005). The Internship Advisor will provide the formal final evaluation to the Internship Supervisor at the company.

A written acceptance letter for an internship provided to company with copy to Internship Advisor no later than April 1, 2005.

Completion of pre-departure checklist (visas, shots, etc.) prior to leaving campus for study abroad or internship.

One-page written synopsis of the internship assignment addressing the internship company and in the internship. The synopsis must be submitted by **July 15, 2005**.

Part II DMSB 706B - 3 CREDITS, Pass/Fail Grade

I. Grading:

DMSB 706A is graded on a Pass/Fail basis (Graded as Satisfactory - S – or Unsatisfactory - U). In order to pass, the student must complete ALL of the following criteria by the specified dates. Failure to satisfy one or more items will result in a failing grade and failure in the IMBA Program.

Students write two papers relating to their internship experience. These will be graded for content and style.

First Paper - The style of this paper should be a two-page memo in bullet-point format. The student explains in full the business skills utilized during the internship. Special emphasis should be placed on how concepts learned during the core were applied to actual business situations. In addition, the student should describe the global aspects of their internship. Report is due July 15, 2005.

**SECOND PAPER - THE STYLE OF THIS PAPER SHOULD BE
A TWO-PAGE NARRATIVE MEMO PLUS SPREADSHEET.**

Each student is to prepare a "Survival Guide" to the city in which they live during the internship, detailing living issues, transportation, apartment search, shopping, administrative issues, etc. Basically an "everything you need to know to live in [city of internship] in TWO PAGES" to serve as a resource for future students following 10 or more topics (items A through J on the attached spreadsheet). Students will also complete attached spreadsheet. This narrative report and spreadsheet are due no later than August 21, 20