INSTITUTIONAL EFFECTIVENESS REPORT

Instructions: For academic units, the content will focus on the assessment of student learning outcomes. Each degree program must submit a plan and report separately (i.e., a department with bachelor and master’s degree programs must submit a plan and report for each program). The report should represent work accomplished during summer, fall, and spring of the past year. While the majority of the report may be completed during the summer before the report is due, reports must be submitted annually by September 30.

<table>
<thead>
<tr>
<th>Academic Department or Division:</th>
<th>Report Year: 2011-2012</th>
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<tbody>
<tr>
<td>Management and International Business</td>
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<tr>
<th>Degree Program:</th>
<th>International Business</th>
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<tr>
<th>Contact Person:</th>
<th>Dr. Howard Griffin</th>
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<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:cargriffin@valdosta.edu">cargriffin@valdosta.edu</a></td>
</tr>
<tr>
<td>Telephone:</td>
<td>(229)245-6488</td>
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REPORT OF ASSESSMENTS

Enter assessments conducted during the previous year by Core, Major, and/or Graduate levels. The data/evidence results provided in this section should tie directly to last year’s Institutional Effectiveness Plan. Delete any sections (Core, Major, Graduate) below which are not applicable to the reviewed program.

**CORE**

LEARNING OUTCOME(S) ASSESSED:
- NA

DESCRIPTION OF ASSESSMENT CONDUCTED, INCLUDING CLASS AND TERM:
- NA

TARGETED LEVEL OF PROFICIENCY:
- NA

NUMBER OF STUDENTS ASSESSED:
- NA

DATA/EVIDENCE RESULTS (INCLUDE QUALITATIVE OR QUANTITATIVE SUMMARY; RAW DATA SHOULD BE INCLUDED IN AN ATTACHMENT):
- NA

USE OF RESULTS TO MAKE IMPROVEMENTS (PROVIDE A BRIEF EXPLANATION FOR EACH INSTANCE OF USAGE OF RESULTS TO MAKE IMPROVEMENTS, CLEARLY CONNECTING EACH TO DATA/EVIDENCE RESULTS ABOVE):
- NA

**MAJOR**

LEARNING OUTCOME(S) ASSESSED:
1. Demonstrate basic reading and conversational skills in a language other than their native language.
2. Demonstrate knowledge of cultural differences as they relate to conducting business in a global context.
3. Demonstrate knowledge of basic international trade and related concepts.

DESCRIPTION OF ASSESSMENT CONDUCTED, INCLUDING CLASS AND TERM:
Embedded test items in IB 3000 during Fall and Spring semesters.
TARGETED LEVEL OF PROFICIENCY:
70% correct on each question

NUMBER OF STUDENTS ASSESSED:
Approximately 30 per semester

DATA/EVIDENCE RESULTS (INCLUDE QUALITATIVE OR QUANTITATIVE SUMMARY; RAW DATA SHOULD BE INCLUDED IN AN ATTACHMENT):

**Fall 2011**
*Percentage of students answering correctly for each question; 30 students total.*
Assessment on *Trade and Economic* aspects of International Business
1. 93.33
2. 90.00
3. 76.66
4. 70.00
5. 63.33
6. 66.67
7. 70.00
8. 90.00
9. 93.33
10. 83.33
11. 90.00
12. 90.00

**Spring 2012**
*Percentage of students answering correctly for each question; 26 students total*
Assessment on *Cultural* aspects of International Business
1. 80.76
2. 92.31
3. 96.15
4. 69.23
5. 88.46
6. 65.38
7. 53.84
8. 80.76
9. 100.00
10. 57.69
11. 50.00
12. 34.61

USE OF RESULTS TO MAKE IMPROVEMENTS (PROVIDE A BRIEF EXPLANATION FOR EACH INSTANCE OF USAGE OF RESULTS TO MAKE IMPROVEMENTS, CLEARLY CONNECTING EACH TO DATA/EVIDENCE RESULTS ABOVE):

*Trade and Economic-* students performed above the benchmark for all questions with the exception of two. These two questions dealt with government stability and the Fisher Effect of Interest Rates. I plan to focus more heavily on these concepts during the semester through discussion, outside material, etc.

*Cultural-* students performed above the benchmark on half of the questions asked. The questions with lower scores dealt with such concepts as how to be successful in business relationships with people from other countries, adaptation challenges for Americans overseas, and the relationship between language and culture. I plan to focus more heavily on these concepts from the outset of each semester going forward, emphasizing the cultural nature of International Business, how we as Americans fit into the grand scheme of International Business, and challenges of language and culture with regard to
doing business abroad.

**GRADUATE**

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**DESCRIPTION OF ASSESSMENT CONDUCTED, INCLUDING CLASS AND TERM:**

<table>
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<th>TARGETED LEVEL OF PROFICIENCY:</th>
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**NUMBER OF STUDENTS ASSESSED:**

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**USE OF RESULTS TO MAKE IMPROVEMENTS (PROVIDE A BRIEF EXPLANATION FOR EACH INSTANCE OF USAGE OF RESULTS TO MAKE IMPROVEMENTS, CLEARLY CONNECTING EACH TO DATA/EVIDENCE RESULTS ABOVE):**

| • NA                                                                                     |

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<tr>
<th>APPROVALS</th>
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<tr>
<td>TITLE</td>
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<tr>
<td>Department Head/Director</td>
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<td>Dean</td>
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<td>Provost and Vice President for Academic Affairs</td>
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