International Business Resource Center (IBRC) Assessment Plan

Submitted to:
Assessment Oversight Committee

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Assessment Oversight Committee

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The mission of the IBRC is to help students, faculty, and the business community develop and strengthen their international understanding and economic competitiveness.

The University of Wisconsin-Platteville, International Business Resource Center is established as a major resource for international business education, community development, and research in the Southwestern Wisconsin area. The university is committed to developing a world-class program in international business. As the world economy becomes increasingly integrated, the university must ensure that its students receive the best possible preparation for success in a global business environment. Accordingly, the university is giving high priority to the development of its international curriculum, research, and outreach programs.

As one of the leading business administration programs in the tri-state area, UW-Platteville is positioned to play a vital role in developing the global competitiveness of Southwestern Wisconsin area and enhancing the level of international business activity in the region. Funding for this program comes, in part, from an original grant awarded by the U.S. Department of Education's Business and International Education Program. The International Business Resource Center offers workshops and professional seminars on topics critical to international business.

a. IBRC goals and outcomes:

- Link Wisconsin and other tri-state area businesses with international export opportunities.
- To provide students with study abroad experience
- Sponsor and lead overseas trade missions.
- Develop and present seminars on a variety of international business topics.
- Initiate and conduct international business research projects.
- Provide advisory and market research services for businesses seeking export opportunities.
- Produce and distribute educational materials to enhance global trade.
- Offer one-to-one consulting services related to export trade.
- Investigate international company profiles.
- Develop target market trade statistics.
- Customize market analysis reports.

IBRC’s expected outcomes:
In the context of business and cultural competency, the IBRC:

1. Offers instruction and resources on business and cultural customs in a variety of export markets.
2. Presents seminars and workshops supporting international business themes.
3. Coordinates faculty development programs in international business.
4. Offers study abroad opportunities and scholarships to students in both business and liberal arts disciplines.
5. Provides international marketing advisory services and assistance to regional companies to develop knowledge and skills to pursue opportunities in overseas markets for their products and services.
6. Offers a continuing series of workshops and seminars that will enhance the business community and university’s knowledge of international business practices by providing knowledge, skills, and hands-on training to “export-ready” small and mid-sized business interested in engaging in international business.

How do the IBRC’s goals and outcomes align with the overall goals and outcomes that are part of general education?

As part of its effort at UW – Platteville to promote international education awareness and advances on international business, the IBRC uses different assessment tools to evaluate the Center’s outcome. Among the different types of assessment tools used are workshop evaluations, faculty development surveys, study abroad evaluations, trade mission outcomes surveys, export readiness surveys, and grant evaluations.

Specifically, in assessing student achievement of a pre and post-short study abroad, evaluations are conducted by the IBRC. The IBRC has strong support for study abroad, coupled with the belief that students who study abroad will need to have as much information as possible to help them succeed in both academic and personal levels while abroad and when they return home. The IBRC provides detailed orientation materials, sessions, and re-entry programs, which will enhance their success based on information received from our study abroad participants.

One of the objectives of the IBRC is to assist in offering students an International Short Study Tour as a part of their international short study experience. The International Short Study course abroad titled ‘BSAD 3750 Chinese Business Practice and Culture’ is designed to help students develop an understanding of the world's economies, the globalization of technology, capital, industries, systems, goods, services, and inputs that have enhanced much of the international issues in business practices and cultures. Students study how to conduct business in culturally diverse settings. In addition, this helps students explore how different people approach problems as well as implications. This is accomplished by examining the 'do's and don'ts' in various settings. The ultimate
goal is to prepare students with a basic knowledge of the world so that they are ready to enter a global business environment.

b. **Direct and indirect measures used by IBRC to assess student learning in our program as well as measures used to assess student learning in general education courses:**

To measure outcomes, the IBRC has adopted a pretest and posttest evaluation guidelines within a pamphlet produced by the Institute for International Education on Students (IES). The IES MAP (Model Assessment Practice) for study abroad [www.iesabroad.org](http://www.iesabroad.org) is divided into four major sections, *the student learning environment, students learning and the development of intercultural competence, resources for academic and student support, and program administration and development*. The IES MAP includes questions that ask students to rate on a 1-5 scale various components of the orientation while abroad and re-entry questions to help assess their study abroad activities.

The following are how the IBRC uses direct and indirect measures to measure the student learning outcomes in general education courses.

1. **Effective Communication Skills:**

   The students who participate in this course are require to write approximately fifteen to twenty pages of formal writing that is constructed around the rhetorical strategies and principles of global studies. The language of this discipline is utilized in two different ways: first, students move from micro-level analysis involving close reading and attention to detail within a small, contained unit of text. By this writing scale they are in a position to improve their writing ability. Secondly, students learn how to support their analysis with text and evidence from global business practices.

2. **Basic Cultural Awareness Knowledge:**

   Students research the history of the country to learn more about its culture. Students are exposed to different cultures as they visit the specific country. Through in-country activities and seminars, students learn first-hand different cultural patterns and behaviors. Students gain an appreciation for other cultures as they interact with people of varying backgrounds, values, and cultures.

3. **International Awareness:**

   This course assists students in developing an appreciation for cultural difference and the impact such differences have on multinational operations. Study Abroad students analyze different business practices in various countries they visit by exploring the
cultural basis for these differences. In addition students are able to demonstrate knowledge of culture that is different than their own.

In addition students are able to demonstrate knowledge of the ideologies, cultures, places, political and economic systems that shape the world.

4. Social Responsibility
   Students demonstrate knowledge of the multiple viewpoints regarding ethics, justice, and other questions of human meaning and value.

5. Economic and Social Awareness:
   The short study tour assists students with career preparation by providing practical knowledge of global business issues such as understanding exchange rates, the economic implications of trade policies and politics, and differing attitudes and practices regarding human resource management in different cultures. The reading list for this course takes into consideration issues like ethics,
justice, and understanding of cultural and history contents of a specific country. In addition, students will focus on the role of multinational corporations' practices and policies in the regions.

**Assessment Tools:**

The IBRC can track the fact that our short study abroad program to China in particular that serves the students has grown from 8 to an average of 12 students per year over the past three years, this signifies an achievement. The IBRC also provides advisory services to area businesses that need international consultation, repeat request for such services is part of our evaluation methods.

A. Workshop Evaluations  
B. Faculty Development Survey  
C. Study Abroad Evaluations  
D. Trade Mission Outcomes  
E. Advisory Services Survey  
F. Export Readiness Survey  
G. Grant Evaluations

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The IBRC through the post- and pre-evaluation survey adopted from IES MAP has learned to adapt to the needs of our students. The IES MAP provides related suggestions regarding non-academic issues such as housing, travel, food, and social activities. Results from students who have participated in the IBRC Short Study Tour abroad program continue to show positive
changes in what we offer our students. Based on the student’s suggestions, we have engaged in providing our students the opportunity to participate in planning different site visits prior and while on a study tour. The number of site visits has been reduced from two to one per day to help our students comprehend study objectives. We have also made good use of the information from our seminar participants, through post-seminar evaluations.

c. What are the results of your most recent review by your accreditation body (if applicable)? What strengths and weaknesses did your accreditations body identify? What changes are you making as a result of their recommendations?

-N/A; The IBRC is not an entity for accreditation.

d. Changes the IBRC has made based on our assessment results:

In addition to the above assessment model, the IBRC also strictly adheres to the Higher Learning Commission’s, “Five Fundamental Questions for Conversations on Student Learning” in our planning program.

Higher Learning Commission lists “Five Fundamental Questions for Conversations on Student Learning”

1. How are you stated learning outcomes appropriate to your missions, programs, and degrees?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning? (See The Higher Learning Commission/ Annual Resource Book 2005, p. 8.)

Students are given an opportunity to give their opinions about the short study tour. These questions are designed to get an insight of what the student liked participating in and what they would have changed. Some of the key questions are as follows:

- What aspects of the China Study Tour met your needs?
- What aspects of the China Study Tour could be improved?
- Please make any other suggestions regarding future improvement/changes for study tours?
- General Comments:

Each evaluation is reviewed individually and changes are made annually to the itinerary to suit students’ desires and expectations as well as to meet the program objectives. Although the IBRC has wonderful anecdotal stories from our student participants, a more systematic study could help improve the impact that study abroad has had on our
students. The IBRC will continue to review assessment instruments and update periodically what we presently use. This would enable us to continue to provide quality study abroad program opportunities for our students. In addition, We will continue to improve in the mission and goods of our short study abroad program to reflect cross-cultural learning experiences in addition to non-academic elements of our program, such as interaction between our students and people in the countries we visit.

We have adopted the use of effective communication to meet our grant objectives. In addition, we have been able to develop a systematic method that enables our study tour participants to communicate with their guardians while on the study abroad tour.
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Mission:

The mission of the IBRC is to help students, faculty, and the business community develop and strengthen their international understanding and economic competitiveness.
IBRC Goals and Outcomes:

- Link Wisconsin and other tri-state area businesses with international export opportunities.
- To provide students with study abroad experience
- Sponsor and lead overseas trade missions.
- Develop and present seminars on a variety of international business topics.
- Initiate and conduct international business research projects.
- Provide advisory and market research services for businesses seeking export opportunities.
- Produce and distribute educational materials to enhance global trade.
- Offer one-to-one consulting services related to export trade.
- Investigate international company profiles.
- Develop target market trade statistics.
- Customize market analysis reports.
IBRC’s Expected Outcomes:

1. Offers instruction and resources on business and cultural customs in a variety of export markets.
2. Presents seminars and workshops supporting international business themes.
3. Coordinates faculty development programs in international business.
4. Offers study abroad opportunities and scholarships to students in both business and liberal arts disciplines.
5. Provides international marketing advisory services and assistance to regional companies to develop knowledge and skills to pursue opportunities in overseas markets for their products and services.
6. Offers a continuing series of workshops and seminars that will enhance the and business community and university’s knowledge of international business practices by providing knowledge, skills, and hands-on training to “export-ready” small and mid-sized business interested in engaging in international business.
How IBRC’s goals and outcomes align with the overall goals and outcomes that are part of general education

The International Short Study course abroad titled “BSAD 3750 Chinese Business Practice and Culture” is designed to help students develop an understanding of

- The world’s economies
- The globalization of technology
- Capital, industries, systems, goods, services
- Inputs that have enhanced much of the international issues in business practices and cultures

The IBRC provides detailed orientation materials, sessions, and re-entry programs, which will enhance their success based on the information received from our study abroad participants.
Outcome Measurements

1. Effective Communication Skills:
The students who participate in this course are required to write approximately fifteen to twenty pages of formal writing that is constructed around the rhetorical strategies and principles of global studies.

2. Basic Cultural Awareness Knowledge:
Students research the history of the country to learn more about its culture.

3. International Awareness:
Study Abroad students analyze different business practices in various countries they visit by exploring the cultural basis of these differences.
Outcome Measurements

4. Social Responsibility:
   Students demonstrate knowledge of the multiple viewpoints regarding ethics, justice and other questions of human meaning and value.

5. Economic and Social Awareness:
   Students learn the economic implications of trade policies and politics, and differing attitudes and practices regarding human resource management in different cultures.
Assessment Tools:

A. Workshop Evaluations
B. Faculty Development Survey
C. Study Abroad Evaluations
D. Trade Mission Outcomes
E. Advisory Services Survey
F. Export Readiness Survey
G. Grant Evaluations
Changes the IBRC has made based on our assessment results:

Students are given an opportunity to give their opinions about the short study tour. Some of the key questions are as follows:

• What aspects of the China Study Tour met your needs?
• What aspects of the China Study Tour could be improved?
• Please make any other suggestions regarding future improvement/changes for study tours?
• General Comments
CHANGES THE IBRC HAS MADE BASED ON OUR ASSESSMENT RESULTS:

- Changes are made annually to the itinerary to suit students’ desires and expectations as well as to meet the program objectives.
- We have been able to develop a systematic method that enables our study tour participants to communicate with their guardians while on the study abroad tour.
- We have expanded business, industry, and culture as a major area of our program.
Questions?