



University Mission Statement/Goals

Preparing men and women for leadership roles in an expanding international Church, in civic and social affiliations, in service to mankind, and within the sacred confines of family life.

Unit Mission Statement

While supporting all areas of the School of Business Mission Statement, the International Business Management Department specifically focuses on that part of the education philosophy that deals with building a foundation in core subjects and the discipline with a global perspective.

Outcome	Means of Assessment	Findings	Action
An IBM graduate will have knowledge of intercultural understanding fundamentals.	<ol style="list-style-type: none"> 1. Multicultural Team Projects 2. Embedded Questions 3. Name Knowledge Test 4. Cultural Self Assessment 5. Cross-cultural Assessment 6. Inventory 7. Integration of Intercultural 8. Theory in Assignments and Papers 	<ol style="list-style-type: none"> 1. 9 intercultural teams completed sustainable development projects. 1 team won BYUH Service Learning Award. 2. Test completed in 2 courses. Findings to be analyzed. 3., 4., 5., 6.. ? (bh) <p>Majority of IBM courses have multicultural teams, either selected by faculty or students.</p> <p>Name knowledge test was conducted in Finance, Leadership, and International Organizational Behavior courses</p>	<p>Develop new Means of Assessment for Learning Outcomes</p> <p>Analyze data from surveys.</p> <p>No analysis was done. The faculty member responsible for programming the surveys has left. This needs to be re-evaluated.</p>
An IBM graduate will have an ability to work effectively in teams.	Group Projects	<p>Graduate Survey, June 2007)</p> <p>74% of IBM graduates reported that they learned best how to work together.</p> <p>82% thought they had enough opportunities to work collaboratively.</p> <p>Students worked in instructor selected multicultural team and self</p>	<p>Develop new Means of Assessment for Learning Outcomes</p> <p>Analyze Peer Team Evaluation</p>

	<p>Peer Team Evaluations</p>	<p>selected teams. A comparison between BUSM 300 and IBM 400 is as follows:</p> <p>BUSM 300 There were four (4) Sustainable Development Teams (Spring 07). Peer Team Evaluation was conducted in these instructor selected teams</p> <p>Two self selected team assignments had the following results (Spring 2007) :</p> <p>1. Leadership Presentation results(N=14 teams; 26 students):</p> <p>Individual work: 57% Own country: 29% Multicultural team: 14%</p> <p>2. Religious Leader Presentation results (N=17 teams; 26 students):</p> <p>Individual work: 65% Own country: 12% Multicultural team: 25%</p> <p>IBM 400 There were four (4) Expatriate / Repatriation Teams (Spring 2007) Peer Team Evaluation was conducted in these instructor selected teams</p> <p>A self-selected Team assignment “Current Topics” had the following results (N= 13 teams; N=24 students):</p> <p>Individual work: 8% Own country: 38% Multicultural team: 54%</p>	<p>data. Data was collected from over 200 students in fall 2006 and winter and summer of 2007.</p> <p>Analyze Peer Team Evaluation data.</p> <p>Assess what factors cause the shift in junior and senior classes where student self select to work in multicultural teams with students from other countries.</p>
--	------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Reflection Papers and Self Assessment	<p>Note: While this includes a report only from Spring Term, findings are consistent from other semesters in these two courses.</p> <p>BUSM 300 A blind peer faculty review of a random sample of Team Reflection papers was conducted to calibrate the evaluation rubric. (hh)</p>	
An IBM graduate will have an ability to prepare a business plan	Business Core Business Plans Business Competition	<p>Investors provide commentary on IBC plans. Competition plans on file at CIE. (bh)</p> <p>There was no rubrics for evaluating business plans in the class or in the competition. A reviewer developed a rubric to evaluate 7 competition submissions; others used their own criteria. (hh)</p>	<p>Develop new Means of Assessment for Learning Outcomes</p> <p>Develop a rubric that will be used by all for the 2008 Business Plan Competition.</p>
An IBM graduate will have an ability to solve problems	Business Case Studies Group Projects Embedded Questions	<p>(Graduate Student Survey, June 2007)) 63% of graduates said that their academic experience helped them to learn how to think clearly and solve problems.</p> <p>Business case studies were conducted in IBM 400 course. (hh)</p>	Develop new Means of Assessment for Learning Outcomes.

Reflection and Comments: There was a change in the International Business Management Department leadership in August 2007. The Learning Outcomes and Means or Assessment development by the former chair Beth Haynes. “Outcomes in this plan are as scheduled in the long-term plan. Because the 2-person committees failed to come up with means, the department met during Oct. 2006 and brainstormed the means that are listed. No expectations were set. There was minimal follow-through by the committees for each outcome.”

The reporting is done by Dr. Haynes and indicated by (bh) and the current chair, Helena Hannonen (hh), and includes assessment done in the department based on learning outcomes.