

MGEM AY 2015-2016 Assessment

Phase 1: Assessment Plan

Learning Outcome assessed:

MGEM Learning Outcome 4: Demonstrate and Apply Knowledge

Demonstrate and apply knowledge from a global perspective by integrating relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions.

Assessment Method:

Case Studies

Targeted performance, based on rubrics:

80% Meet or Exceed Expectations

Evaluation Process:

The case write-up was a 4-7 page paper including an executive summary, problem analysis, option discussion, recommendation and implementation. Students submitted the cases on-line using the Canvas system. Each student submitted two cases and were graded based on their performance on each section of the case.

Two cases were selected in order to evaluate student performance on the learning objective. The two cases selected were *Experience China: A National Image Campaign in the USA* and *ICA: Changing the Supermarket Business*. Students completed the case study after learning about the SELECT aspect of marketing (Socio-cultural, economic, legal, environmental, competitive, and technology).

For each case, two professors evaluated the performance of the students with regards to demonstrating and applying knowledge from a global perspective including cultural, economic, political, historical, geographic and environmental factors. The two professors (one the professor of record and the other was an outside marketing professor from an AACSB accredited university) read the cases and reviewed notes.

Rubric:

Learning Outcomes	<i>Beginning = 1</i>	<i>Proficient = 2</i>	<i>Accomplished = 3</i>
<i>Demonstrate and apply knowledge from a global perspective by integrating relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions</i>	<p>Analyzes the basics of cultural dimensions and how they can be applied to specific global business situations. Clearly identifies and defines issues/challenges in social, ethical, and multicultural contexts.</p> <p>Reviews the basic impact of globalization and identifies the implications for each functional area.</p>	<p>Discusses extensively cultural dimensions and identifies some specific behaviors to global business situations.</p> <p>Reviews and frames issues in appropriate global contexts and shows competency toward their solutions.</p> <p>Accurately synthesizes the impact of globalization in all the functional areas with basic analysis of cross-functional issues.</p>	<p>Analyzes proficiently various cultural dimensions and is able to apply specific behaviors to international business situations.</p> <p>Displays expertise and competence of contexts through analyses of global business cases.</p> <p>Analyzes the impact of globalization on each area of management and factors and comprehensively yet succinctly presents the cross-functional issues as those relate to globalization.</p>

Courses where method will be assessed (if applicable):

MGEM 5109 - Cross-Cultural Marketing and Integrated Marketing Communication

Evaluators:

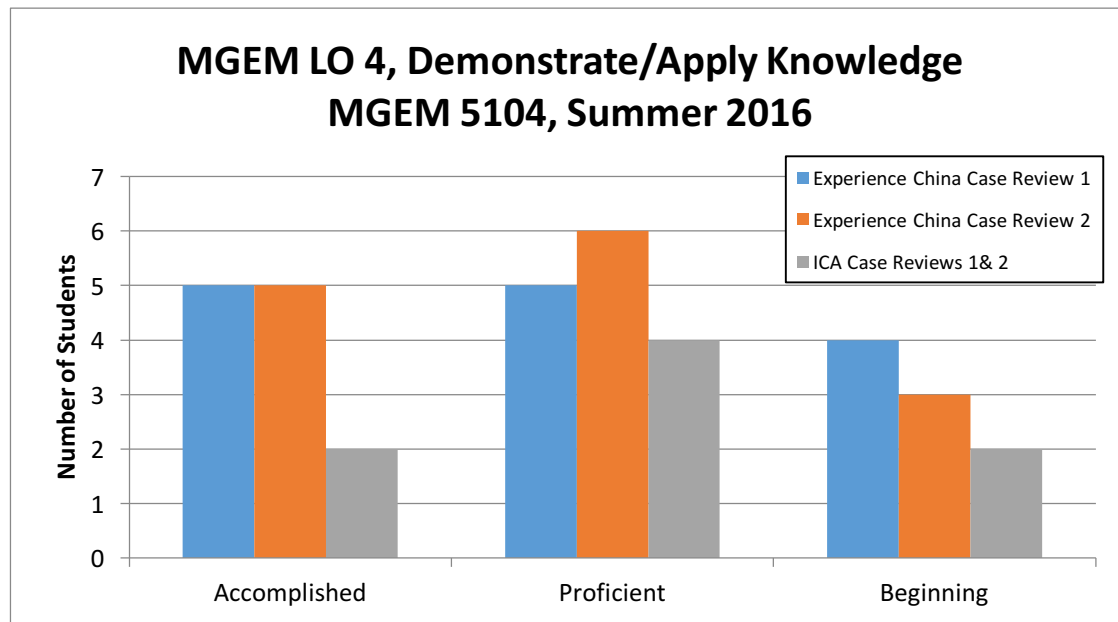
Anthony Patino (University of San Francisco)
 Veltichka Kaltcheva (Loyola Marymount University)

Phase 2: Results Assessment and Planned Action

Results:

	Accomplished	Proficient	Beginning	% Students at Exemplary or Accomplished Level
Case Studies:	3	2	1	
Experience China Case Review 1	5	5	4	71%
Experience China Case Review 2	5	6	3	79%

ICA Case Reviews 1 & 2	2	4	2	75%
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In the summer of 2016, forty students were enrolled in MGEM 5109.01 entitled *Cross Cultural Marketing and Integrated Marketing Communications*. A requirement for the class was to complete two case studies from a list of nine options. The two cases selected were *Experience China: A National Image Campaign in the USA* and *ICA: Changing the Supermarket Business*. An aspect of the case write-up was a problem analysis section. In this section, students discussed external factors impacting the problem including a cultural and environmental context. As a result, the learning objective of demonstrating and

applying knowledge from a global perspective by integrating relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions was evaluated using the cases.

For the Experience China case, a cross-section of 14 students was evaluated. Of the 14 students, the professor of record concluded five students (36%) mastered the objective at the highest level, five (36%) performed adequately and four (28%) did not perform adequately. Overall, the professor of record found 72% of the class performed at least adequately with the objective. The results for the second professor were consistent except for one student. The second professor had five students exceptional, six satisfactory and three unsatisfactory. Both professors discussed the results and were unable to reach a resolution.

For the second case, ICA, a cross-section of eight students was evaluated. Of the eight students, the professor of record concluded that two students (25%) performed exceptional with regards to the learning objective while four performed satisfactory (50%) and two (25%) unsatisfactory. These results were identical to those of the second professor. Overall, 75% of the students performed at least adequately with regards to the learning objective.

Suggested Action:

Because the students did not meet the target for the assessment, next summer, the professor will be completing a series of exercises prior to the first case that reinforces the elements of SELECT by using three mini-cases. By emphasizing the importance of the cross-cultural component, both professors believe students will better integrate it into analysis.

Phase 3: Closing the Loop