

**Student Learning Outcomes Committee 2008
Department/Program Assessment Results Report**

Department/Program_ International Business _____

Degree/Program_ BA _____

Date Submitted_ November 6, 2008 _____

The purpose of this report is to communicate the assessment activities that have taken place during the last academic year, as well as to convey how the results are being used *to improve student learning at the program level*. The report should be kept as succinct as is possible, while answering the following questions clearly and conscientiously:

I. Working from your assessment report of last year, please discuss some changes made or strategies implemented in response to last year's results.

Last year the International Business Program submitted an initial assessment plan. The plan identified three business goals, one language goal and one regional/cultural goal. These goals mirror the curriculum of the program which provides three distinct sections (business, foreign language and regional/cultural). For each goal we identified Student Learning Outcomes and Assessment Methods. The program committed to evaluating one of the goals in each of the next five years.

II. Drawing upon the goals and objectives contained in the department/program student learning assessment plan, what was the focus of the department's student learning assessment for the past academic year?

- A. This section should list the student learning goals and objectives that were the focus for the report year (selected from your complete set of goals and objectives).
- B. It would also be helpful to note here the student learning goals and objectives that you intend to assess during the next year.

Last year (2007-2008) International Business targeted

Goal #1: "Essential Business Principles---Demonstrate an understanding of the major functional areas of business".

Student Learning Outcomes for Goal #1:

- Describe basic concepts in each major functional area of business.
- Apply techniques and theories from various areas of business to business situations

This year (2008-2009), International Business will evaluate

Goal #2: Internationalization of Business Principles---Demonstrate an understanding of international business concepts and trends and an ability to internationalize domestically developed business methods and practices.

Student Learning Outcomes for Goal #2

- Discuss current trends in international business
- Compare and contrast domestic and international business concepts
- Assess domestic business methods and practices and illustrate how they can be applied to international situations

III. What information was collected, how much, and by whom?

- A. This section should briefly describe the methodology used to examine the targeted goals and objectives. Please attach relevant scoring rubrics, surveys, or other materials used to examine student learning to the back of the report, as Appendices.

- B. Please note that the expectation here is that programs will make use of *direct* measures of student learning outcomes.

The Business Assessment Test (BAT) was administered to students in Management 405, the capstone business course for International Business majors. The BAT is a standardized exam that was developed by a consortium of CSU Business Schools and first administered in 2004. The BAT is comprised of 80 multiple choice questions that cover eight business sub-disciplines. In 2007-2008 it was administered to business students on nine CSU campuses. A total of 1,654 CSU students took the test during 2007-08, 480 business students from SDSU took the test and 46 of the students at SDSU were International Business majors. This represents approximately 22% of the students who graduated from the IB program during the 2007-2008 academic year. The numerical results of the test are provided in Appendix #1.

IV. What conclusions were drawn on the basis of the information collected?

- A. This section should briefly describe the results (in summary form) in regard to how well students have met the targeted goals and objectives. For example, what percentage of students met the objectives? Is this a satisfactory level of performance? What areas need improvement?
- B. Whenever it is possible to do so, please organize and present collected data by way of tables and/or graphs. [Note: the committee expects and welcomes both quantitative and qualitative data, so this suggestion should not be construed as seeking quantitative data only.]

International Business students scored slightly below the average of all CSU students taking the BAT test (51.6% for SDSU IB vs. 53.0% for all CSU) and somewhat below the average of all SDSU students (51.6% for SDSU IB vs. 54.9% for all SDSU). IB students did particularly well on Management questions (exceeding the mean for both all CSU and all SDSU). In the sub-test areas of Marketing, Business Law and Statistics, our students slightly exceeded the all CSU mean but fell below the all SDSU mean. The amount by which our students exceeded the all CSU mean for each of these three sub-tests, however, was not statistically significant. The BAT does not have a defined passing score so it is not possible to measure, in an absolute sense, whether IB students have “passed” the BAT. Rather, as done in this section, IB students can be compared to the performance of other groups of students who took the test. While below the average performance of other SDSU students, the performance of the International Business students on the BAT is considered to be within the acceptable range. Since IB majors take less business classes overall than other SDSU business majors an average score on BAT a bit below other SDSU business majors is to be expected. As explained in the next section, our departmental focus of concern is directed more at individual sub-test areas where IB majors fell further below their SDSU College of Business counterparts than on the overall performance difference between the two groups which was only 3.3 percentage points.

V. How will the information be used to inform decision-making, planning, and improvement?

- A. This section should describe the strategies that will be implemented for program improvement as a result of the conclusions drawn from the assessment activities.
- B. The program change may pertain to curricular revision, faculty development, student services, resource management, and/or any other activity that connects to student success.

The IB Curriculum Committee has discussed the results of the BAT and the performance of IB students compared to the other groups of students taking the BAT. Since the BAT is designed to essentially test material covered in the preparation for the major and the core courses in the major the courses taken by IB students and business majors at SDSU is similar with two exceptions.

International Business students do not take Mathematics 120, Calculus for Business Analysis. This is a class that all other Business majors at SDSU are required to take. It is possible that the absence of knowledge from this class may have diminished the performance of International Business majors on the BAT. This could be especially the case in Statistics and Finance. Professors in the upper division Finance courses have observed that IB students are not as well prepared in Mathematics as other students in the classes. The International Business Program will consider providing some opportunities for its majors to improve their mathematical preparation. One obvious change in the curriculum is to include Mathematics 120 as a required course for IB majors. This is under consideration but the negative to this choice is that IB is already a major with a high proportion of required classes and adding one more class would be a burden on students. Another option is to offer a Math refresher course for IB students enrolled, or about to enroll, in Finance 323 and Finance 329. Funding may be available (from a campus center) to offer a weekend course to accomplish this objective.

As mentioned in the previous section, the committee also considered a more subtle difference between IB majors and other business majors, which is that IB students take fewer upper division business classes and must take an emphasis in a foreign language. IB majors take approximately 32 units in a foreign language and some complimentary regional/cultural courses. Although BAT testing material is focused on preparation for the major and core courses the reinforcement of the core concepts in upper division business courses may explain some of the difference in performance between IB majors and other business majors. The committee has discussed the need for improved advising but the sequencing of business courses is dictated by the prevalence of existing prerequisites. However, improvements here will continue to be explored in this area.

Finally, the International Business department is cooperating with the College of Business in exploring strategies to improve all of our students' essential business knowledge. BAT results across all SDSU students taking the exam suggest that there is clearly room for improvement. One of the strategies being discussed is the development of short online reviews in key areas (most prominently, Statistics, Finance, and Accounting). These reviews would be available to all students (International Business majors as well as College of Business students) as a means of helping the students to retain material learned in their prep and core courses. The implementation of this plan will benefit International Business students as well as others.

Report completed by: Dean Popp, Director of International Business

Date: November 6, 2008

BAT Results Spring 2008

Sub-Test	Performance	<i>(Scores in Percentages)</i>	
	I.B. Students n=46	All SDSU n=480	All CSU n=1,654
Management	68.1167	66.7758	66.1124
Accounting	50.0000	53.9028	51.9800
Business Law	43.7896	46.6315	43.3325
Statistics	39.4928	43.2677	39.0267
Finance	39.6739	44.1867	42.2990
Economics	48.0978	50.4367	49.7279
Marketing	72.4635	74.3083	71.5637
Info Systems	53.5326	61.7358	61.4722
OVERALL	51.6122	54.9089	52.9573