

**Student Learning Assurance Report Requirements  
Word Template**

AY 2011-12

**Report Date:** September 30, 2012  
**School/College:** School of Management  
**Department/Program:** International Business (IB)  
**Person completing the Report:** Peggy K. Takahashi

1. **Overview Statement:** Briefly summarize the student learning assurance activities that were undertaken this academic year, indicating:
- a. which program learning outcomes were assessed this year.

This year we examined learning outcome (LO) #1: Understand the fundamentals of international business, e.g. trade theory, the global monetary system, can conduct STEP analysis to define and recognize appropriate strategies for the multinational firm.

- b. who in your department/program was involved in the evaluation of the above learning outcomes

Dan Himelstein, Stanley Kwong and Peggy Takahashi

According to the IB Program Curriculum Map developed in Fall, 2011, LO#1 is covered primarily by BUS 350. In Summer, 2011, Prof. Stanley Kwong taught BUS 350 and in Spring, 2012, Prof. Dan Himelstein taught BUS 350. They both agreed to provide samples of their students' exams, papers and projects to review.

**Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

- c. **What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

- Collected sample of exams, papers and projects from Spring, 2012 BUS 350 (Himelstein) and Summer, 2011 BUS 350 (Kwong)
- Requested and received S12 and Summer 2011 BUS 350 Syllabus from Katherine Green
- Created rubric using "Int'l Bus Learning Assurance 9-30-11" report
- Assessed exams, papers and projects

**d. What did the faculty in the department or program learn?**

Summarize your findings and conclusions as a result of the student learning assurance indicating strengths and weaknesses in student learning demonstrated by this evaluation.

From a review of the Spring, 2012 assignments and exams, I noticed the topics that should be covered in LO#1 are on the syllabus, but it is unclear how student learning of some of these topics is assessed based on the assignments. The assignments and exam are all case analyses and it is unclear if the analyses taken together assess student understanding of all of the topics covered in the syllabus. The topics that appear to be covered in the assessments include, international trade entry strategy, strategic alliances, culture and ethics, exporting, importing, foreign direct investment, strategy and organization, global production, outsourcing, logistics, HR management. The methods used show student learning at the highest level for the topics covered. The topics that are not assessed in any of the assignments appear to be currency exchange, international monetary system, global capital markets, accounting and financial management in IB,

In reviewing the Summer, 2011 syllabus, first, I notice that Stanley uses a different textbook from Dan. Second, the exams use T/F and multiple choice questions along with short essay questions. The T/F and multiple choice questions themselves really test at the basic level and the short essay questions test at the level 2 or proficient level at best. While there is topical coverage, the rigor of assessment is weak as shown by how well students scored.

There are common strengths of both courses. The fact that both courses rely upon teamwork and presentations is a way for students to strengthen their presentation and teamwork skills.

However, there are inconsistencies in assessment mechanisms used. In Dan's class there are only cases used and in Stanley's, there is one case analysis and T/F, multiple choice questions. While differing assessment mechanisms are not an issue, the scope and rigor are issues that need to be addressed.

**e. What will be done differently as a result of what was learned?**

Discuss how courses and/or curricula will be changed to improve student learning as a result of the evaluation. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

Assurance of student learning of all of the topics covered in the course is required. There should also be different ways in which to assess

student learning and not just one way. There also needs to be some agreed upon level of rigor to be able to assess student learning.

**What student learning improvement initiatives did you implement as a result of what was learned from this Year's student learning assurance report?**

Discuss how courses and/or curricula were changed to improve student learning as a result of the Year's student learning assurance. Include a discussion of how the faculty has helped students overcome their learning weaknesses and improve their strengths.

I will be meeting with BUS 350 instructors to 1) ensure that LO#1 topical coverage is met in the syllabus and that there are appropriate means of assessing student learning 2) review the IB Program Curriculum Map with instructors in the future to ensure that program objectives are met.

2. **Attach a copy of the components of the department/program student learning assurance plan that have been modified since its initial submission:**
  - a. Program Mission
  - b. Program Learning Goals
  - c. Program Learning Outcomes
  - d. Program Learning Rubrics aligned with outcomes
  - e. Curriculum map that shows the courses that pertain to the outcome

**Please return to: Robert Schlick [reschlick@usfca.edu](mailto:reschlick@usfca.edu) by September 30.**