



Annual Assessment Report 2021-2022

BS Business Administration: International Business International Business & Marketing College of Business

CONTACT

Name of Program Assessment Lead Dr. Elif Ozkaya

Name of Person Completing Report Dr. Elif Ozkaya

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- Our disciplinary accrediting agency has recommended learning outcomes, so we used and/or modified them.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/cba/international-businessmarketing/currentstudents/learningoutcome.shtml>

ASSESSMENT ACTIVITIES IN 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 5

How many SLOs did your program assess this past year in 2021-2022?

- My program assessed SLOs in AY 2021-2022

Please list the SLOs examined

- SLO #1: PLO 4 SLO 4: International Business students will be to describe ethical issues and issues related to sources of information for offshore regulatory/legal concerns (e.g., bribery/corruption, antitrust, customs, import/export permits, licenses, labor laws and currency regulations).
- SLO #2: SLO 3: International Business students will be able to identify key cultural factors influencing business practices in different countries as well as, the implications of current global events on emerging global business opportunities and challenges.

Student Learning Outcome (SLO): PLO 4 SLO 4: International Business students will be to describe ethical issues and issues related to sources of information for offshore regulatory/legal concerns (e.g., bribery/corruption, antitrust, customs, import/export permits, licenses, labor laws and currency regulations).

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper complete as part of regular coursework 	<ul style="list-style-type: none"> Scored exams/tests/quizzes

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
146	70% success criteria	Yes	conflict of interest was the lowest performance topic (70%)

Student Learning Outcome (SLO): SLO 3: International Business students will be able to identify key cultural factors influencing business practices in different countries as well as, the implications of current global events on emerging global business opportunities and challenges.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper complete as part of regular coursework 	<ul style="list-style-type: none"> Scored exams/tests/quizzes

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
106	70% average score as cut off	Yes, 83% mean score	Detailed item analysis report showed that students performed below 70% on 4 of the 20 questions. The topics were supply chain efficiency, foreign direct investment, and foreign exchange.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? Select all that apply.

- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.

- Program/department faculty as whole
- Program/department assessment committee
- College curriculum committee
- College assessment committee
- College Assessment Liaison

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2021-2022 so that others may learn from your experiences.

Our assessment data collection activities went smoothly and the closing the loop discussions are going on.

CPP's GI2025 goals What assessment-related efforts do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan

No

Curriculum Matrix

No