



## Annual Assessment Report 2022-2023

### BA International Business International Business & Marketing College of Business

#### CONTACT

Name of Program Assessment Lead Elif Ozkaya

Name of Person Completing Report 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 required learning outcomes, so we use 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/curriculum/learning-outcome.shtml>

#### ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023**. 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 2022-2023?**

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

**Please list the SLOs examined**

- SLO #1: SLO 2: IB students will be able to identify key issues, evaluate information sources, and demonstrate understanding of local, state, federal and global support initiatives to enable global business ventures and expansion.
- SLO #2: SLO 3: IB 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.
- SLO #3: SLO 4: IB 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).

**Student Learning Outcome (SLO): SLO 2: IB students will be able to identify key issues, evaluate information sources, and demonstrate understanding of local, state, federal and global support initiatives to enable global business ventures and expansion.**

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

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
215	70% cut-off	No but results were very close.	The measure we used could be outdated, so we are looking for a new assessment tool. Also we suspected that the students taking the test unproctored scored higher and the mistakes were correlated with the available answers on the web. This led to a discussion on the integrity of the test itself.

**Student Learning Outcome (SLO): SLO 3: IB 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"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Scored direct evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> </ul>	<ul style="list-style-type: none"> <li>Scored exams/tests/quizzes</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
215	70% cut-off	No but results were very close (67.2%).	Same here we arrived at a conclusion that the assessment tool that we use might be compromised on the internet and proctoring yields significantly different (lower) scores. some questions were outdated.

**Student Learning Outcome (SLO): SLO 4: IB 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).**

<b>Assessment Activities</b>	<b>Evidence Used</b>	<b>Evaluation and Interpretation of Evidence</b>
<ul style="list-style-type: none"><li>• Collected direct evidence (e.g., student work, exam items, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Assignment/exam/paper completed as part of regular coursework</li></ul>	

## IMPROVING THROUGH ASSESSMENT

**Overall, what best describes how the program used the results in 2022-2023? Select all that apply.**

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, 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
- A committee of program/department faculty
- Program/department assessment committee
- College curriculum committee
- College assessment committee

**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 2022-2023 so that others may learn from your experiences.**

We assessed our college's functional knowledge learning goal last year. The results could have been more satisfactory but also comparable to other CSU campuses. We discussed some inherent factors to our student profiles and tried to come up with better support for our students.

**Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025 markers](#), [CSU Dashboard](#), CPP's [Student Success Dashboard](#) on Tableau, course evaluations, etc.**

<narrative here>

**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 - Yes**

**Curriculum Matrix - Yes**