Liberal Arts Essentials Course Assessment Report

Course: BUSI 412: International Business

Writing Unit:

Instructor: Nowakowski

Methods: In each exam a minimum of ten questions will be embedded designed to gauge the students’ understanding of how international markets operate, the benefits of trade, the potential shortcomings of market systems and the damage done by interfering with free trade.

LAE Category: C.1.c.

Goal: 1

Learning Objective: Students will develop the ability to communicate information in a meaningful way related to the operations of a market economy.

Departmental Perspective (if applicable):

A. Results

<table>
<thead>
<tr>
<th>Learning Objective or Departmental Perspective</th>
<th>Number and percentage of students exceeding expectations</th>
<th>Number and percentage of students meeting expectations</th>
<th>Number and percentage of students failing to meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Stream of Evidence</td>
<td>5  62%</td>
<td>3  38%</td>
<td></td>
</tr>
<tr>
<td>2nd Stream of Evidence</td>
<td>6  86%</td>
<td>1  14%</td>
<td></td>
</tr>
</tbody>
</table>

B. Student work examined

Summarize the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation, or class assignment) and attach a copy of each (from Departmental assessment instrument or other approved assessment plan).

In each exam a minimum of ten questions will be imbedded designed to gauge the students’ understanding of how international markets operate, the benefits of trade, the potential shortcomings of market systems and the damage done by interfering with free trade.

C. Scoring Criteria
Explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.) Attach copies of measurement instrument or rubric (Departmental assessment instrument or other approved assessment plan).

Correctly answering a minimum of 90% of the embedded questions would indicate an advanced student, 60% - 90% proficient and below 60% not proficient.

D. Reflections on the course outcomes
Why do you think students performed as they did in this class? What might be done to improve course outcomes?

Their performance indicates they spent time mastering the material in most cases. Beyond the continuous changes made every time I teach the course, I plan to introduce a focus on Canada, given its importance as a trade partner. This will, I hope, add to the relevance of the material and engage students more.

E. Reflections on the assessment
How might the course-embedded assessment process be improved to provide more meaningful feedback?

I have no ideas at this time, as the process seems to work well. There may be a role for inter-term evaluations and feedback from the students, but that is still under consideration.

F. Plan of action
Detail any specific changes you plan to implement as a result of this assessment. (e.g. changes in course content, delivery, and/or changes in the assessment process such as new rubrics, surveys)

To make the learning objectives more immediate, additional exercises could be introduced using resources such as globalEDGE, a web site devoted to international business topics. Incorporating the class into a short- or long-term study abroad program would give the students a much deeper appreciation of the various aspects of international business.

Approved by the Assessment Committee 2-4-11