

International Business BBA
Assessment Plan Summary

International Business BBA

Outstanding Program In International Business

Goal Description:

Our goal is to have one of the best if not the best program in international business in the state of Texas.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Students Should Understand The Impact Of Globalization On Economic Decision Making

Learning Objective Description:

The increasing integration of the U.S. economy with the rest of the world affects the well-being of consumers and business firms here and abroad. To assess these effects requires an understanding of conditions leading to economic development and the distribution of gains from international trade and investment. Students should understand the impact of globalization on economic decision making.

RELATED ITEM LEVEL 2

Correct Response Rate On Embedded Questions Concerning: The Impact Of Globalization On Economic Decision Making

Indicator Description:

Questions about the globalization of the U.S. economy and its consequences will be embedded in exams of ECON 3341, ECON 3344, ECON 4348, and ECON 4340, ECON 4373, and MKTG 4340.

Criterion Description:

At least 70% of the students will respond correctly to 70% of the embedded questions concerning the impact of globalization on Economic decision making in ECON 3341, ECON 3344, ECON 4340, ECON 4348, ECON 4373, and MKTG 4340.

Findings Description:

This learning objective has 10 sub-objectives. The first 7 sub-objectives were assessed in ECON 4340. The sub-objective "Economic Effects and Measurement of Poverty and Income Distribution" was assessed in ECON 4348. The sub-objective "Trade Barriers and Economic Cooperation" was assessed in MKTG 4340 (in both Fall 2015 and Spring 2016). The sub-objective "Effect of Shocks on the Economy" was assessed in ECON 4373.

In ECON 4340, short answer questions were used to assess the sub-objectives. A total of 23 international business majors were enrolled in the course although due to missing exams/questions, the total number of students being assessed are different across sub-objectives. 4 out of 7 sub-objectives did not meet the criteria: only 15 out of 23 students (65.2%) succeeded to score 70% or higher in the embedded questions related to sub-objective "Calculate Opportunity Costs and Identify Comparative Advantage"; only 10 out of 23 students (43.5%) succeeded to score 70% or higher in the embedded questions related to sub-objective "Understand the Role of Comparative Advantage in Determining Prices and Trade"; only 11 out of 21 students (42.4%) succeeded to score 70% or higher in the embedded questions related to sub-objective "Welfare Effects of a Tariff in a Small Nation"; only 12 out of 21 students (57.1%) succeeded to score 70% or higher in the embedded questions related to sub-objective "How Trade Alters Resource Prices". It should be noted, however, that in the last case, all 12 students exceeded standard and scored 90% or higher in the embedded short answer question.

In ECON 4348, criteria was not met for the sub-objective "Economic Effects and Measurement of Poverty and Income Distribution": only 9 out of 14 students (64.3%) succeeded to score 70% or higher in the embedded short answer questions related to this sub-objective.

In MKTG 4340, criteria was met for the sub-objective "Trade Barriers and Economic Cooperation": out of 4 international business majors, 2 scored more than 70% and 2 scored more than 90%.

In ECON 4373, criteria was not met for the sub-objective "Effect of Shocks on the Economy": only 9 out of 18 students (80%) succeeded to score 70% or higher in the embedded multiple choice questions related to this sub-objective.

In general, students seem to struggle with topics that require higher level of quantitative skills.

Attached Files

[📄 Results for Learning Objective 1](#)

RELATED ITEM LEVEL 1

Students Should Understand The Financial And Economic Aspects Of Conducting Business Internationally

Learning Objective Description:

Multinational firms confront the challenges of operating in markets with different legal environments, currency systems, and institutions regulating trade and investment. Students should understand how these differences will affect the economic and financial decisions of the firm.

RELATED ITEM LEVEL 2

Correct Response Rate On Embedded Questions Concerning: Financial And Economic Aspects Of Doing Business Internationally

Indicator Description:

Questions embedded in exams of ECON 3372, ECON 4340, ECON 4348, ECON 4373, and FINC 4340 will be used to assess students understanding of the financial and economic aspects of doing business globally.

Criterion Description:

At least 70% of the students will respond correctly to 70% of the embedded questions concerning the financial and economics impact of doing business globally. The questions will be embedded in exams of ECON 3372, ECON 4340, ECON 4348, ECON 4373, and FINC 4340.

Findings Description:

This learning objective has 12 sub-objectives. The first sub-objective, "Basic Foreign Exchange Market Analysis" was assessed in ECON 4340. The 2nd to 6th sub-objectives were assessed in FINC 4340. The 7th to 10th sub-objectives were assessed in ECON 3372. The last two sub-objectives were assessed in ECON 4373. Please see the attached result table for full descriptions of the sub-objectives.

In ECON 4340, criteria was not met for the sub-objective "Basic Foreign Exchange Market Analysis": only 11 out of 20 students (55%) succeeded to score 70% or higher in the embedded short answer questions related to this sub-objective, with 6 of them exceeded standard.

In FINC 4340, 3 out of 5 sub-objectives did not meet the criteria: only 10 out of 17 students (58.9%) succeeded to score 70% or higher in the embedded multiple choice questions related to the sub-objective "Foreign Exchange Market Transactions"; only 10 out of 17 students (41.2%) succeeded to score 70% or higher in the embedded multiple choice questions related to the sub-objective "Hedging Operations"; only 8 out of 17 students (47.1%) succeeded to score 70% or higher in the embedded multiple choice questions related to the sub-objective "Capital Budgeting".

In ECON 3372, 3 out of 4 sub-objectives did not meet the criteria: only 4 out of 8 students (50%) succeeded to score 70% or higher in the embedded short answer question related to the sub-objective "Macroeconomic Effect of Shocks on a Small Open Economy in the Long Run"; only 2 out of 8 students (25%) succeeded to score 70% or higher in the embedded multiple choice questions related to the sub-objective "Macroeconomic Effect of Shocks on a Large Open Economy in the Long Run"; only 4 out of 8 students (50%) succeeded to score 70% or higher in the embedded multiple choice questions related to the sub-objective "Macroeconomic Effect of Shocks on a Large Open Economy in the Short Run".

In ECON 4373, both sub-objectives were not met: only 9 out of 18 students (50%) succeeded to score 70% or higher in the embedded short answer questions related to the sub-objective "Effect of Exchange Rate Intervention by a Central Bank". It should be noted, however, that all 9 students who met the standard actually exceeded standard and scored 90% or higher; only 10 out of 18 students (55.6%) succeeded to score 70% or higher in the embedded multiple choice questions related to the sub-objective "Effect of Interest Rates on Exchange Rates and Trade." However, these 10 students exceeded standard and scored 90% or higher.

In general, students seem to struggle with topics that require higher level of quantitative skills.

Attached Files

[📄 Results for Learning Objective 2](#)

RELATED ITEM LEVEL 1

Students Should Understand The Management And Marketing Challenges Of International Business

Learning Objective Description:

Operating internationally presents special challenges to managers and marketers in planning and organizing work systems, product distribution channels, and product promotional campaigns. International Business majors should understand these challenges and have knowledge of how they might be overcome.

RELATED ITEM LEVEL 2

Correct Response Rate On Embedded Questions Concerning: The Management And Marketing Challenges Of International Business

Indicator Description:

Multiple choice questions embedded in final exams of MGMT/MKTG 4340 will be used to determine the ability of students to understand the management and marketing challenges of doing business globally.

Criterion Description:

At least 70% of the students will respond correctly to 70% of the embedded questions on the final exams in MGMT/MKTG 4340 concerning the management and marketing challenges of doing business globally.

Findings Description:

During the 2015-2016 assessment circle, this learning objective was assessed in MKTG 4340 in both Fall 2015 and Spring 2016 semesters. During Fall 2015, the class was taught during the day in the Huntsville main campus. During Spring 2016, the class was taught during the night in the Woodlands campus. In both semesters, there were 4 international business majors enrolled in MKTG 4340 for a total of eight majors.

This learning objective has 5 sub-objectives. In Fall 2015, one sub-objective, "Distribution Issues", did not meet the criteria: only 2 out of 4 students (50%) succeeded to score in 70% of the embedded questions related to this sub-objective. In Spring 2016, one sub-objective, "Ethical Issues Related to International Trade", did not meet the criteria: only 2 out of 4 students (50%) succeeded to score in 70% of the embedded questions related to this sub-objective.

Taking both semesters into consideration, only one sub-objective, "Ethical Issues Related to International Trade", did not meet the criteria: only 5 out of 8 students (62.5%) succeeded to score in 70% of the embedded questions related to this sub-objective.

Attached Files

 [Results for Learning Objective 3](#)

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

The MAT will expand the courses sampled in the 2015 - 2016 cycle. We will request that instructors of courses in Learning Objectives 1 and 2 assess problem-solving skills and quantitative skills. Further, the MAT will assess in all required upper-level courses in the International Business major.

Update of Progress to the Previous Cycle's PCI:

The MAT expanded the courses sampled in the 2015 – 2016 cycle. These additional courses include ECON 3372, ECON 4348, and ECON 4373. The topics assessed focused on both problem-solving and quantitative skills.

Problem-solving assessments included short answer and multiple choice questions. Short answer questions focused on analyzing the impact of shocks using traditional economic model and policymaker responses to shocks.

Quantitative assessments tested the students' ability to calculate market outcomes, including changes in market participants' welfare.

Actions and Plan for Continuous Improvement

Closing Summary:

Students show continued weakness in problem-solving and quantitative applications. We will continue to assess these skills in the appropriate courses during the 2016 - 2017 cycle. This assessment will take place in ECON 3372 and ECON 4340.

We will expand courses to provide more texture to the results and findings. Last year, we expanded our assessment to several new courses. We will continue this trend in the next cycle by assessing majors in ECON 3341 and BUAD 4340. At a minimum, these courses will broaden the depth of results for two learning objectives.

The MAT realizes that the depth of assessment in some instruments is limited due to a limited number of questions assessed. The MAT will discuss the instruments used with the respective faculty in an attempt to expand the number of question used to provide richer results.

Finally, the MAT will discuss the results with the Business Foundations team to discuss findings in the previous cycles. Results consistently suggest that some students lack sufficient problem-solving skills and quantitative skills. Courses in the International Business program require students to utilize quantitative skills acquired in courses outside the International Business program. Therefore, we are unable to adequately address the deficiencies. Students show continued weakness in problem-solving and quantitative applications. We will continue to assess these skills in the appropriate courses during the 2016 - 2017 cycle.