



## SLO Assessment Cycle for BUS 60

*International Business Management* SLO Modified: [10/12/2010]

### Michele Fritz's Team Members:

1. [Jack Lynch](#) (x8421) BUS

#### Additional Team members not on list/notes about team:

Lale Yurtseven

#### Additional Notes:

### Outcomes:

#### Outcome 1: Statement Modified: []

Examine a country's economic, political, legal, social and cultural conditions and assess its business risks and opportunities.

### Assessment Cycle Records:

#### Outcome 1: Assessment Planning Modified: [10/12/2010]

##### Assessment Strategy Used:

Quarter: Summer 2010

Assessors: Lale Yurtseven

Assessment Tools: Papers/Essays

Sections being assessed: 61Z

#### Outcome 1: Reflect & Enhance Modified: [10/12/2010]

**Number of people involved in Phase III:** 1

##### Changes:

##### Methods:

Assessment Tool: Term Paper

Number of students assessed: 42

Number of students who submitted assignment: 38

The assessment tool for this SLO is a term paper in which students pick a country of their choosing and analyze its economic, political, legal, social and cultural conditions. Based on the information they collect, they must make a recommendation to a company's management whether to expand its business into the given country.

##### Summary:

\* 100% of students who submitted the assignment have successfully demonstrated the ability to perform SLO #1.

\* Class average was 84.71%.

\* The range was 65% to 100%.

\* Failing grades of four students who did not complete this assignment were not taken into consideration.

##### Enhancement (Part I):

Since SLO is at the application level, I recommend continuing assessment in the same manner. This assignment provides students with the opportunity to do research, analyze their findings and make recommendations based on their research. It would be difficult to assess this SLO in a multiple-choice exam because it is taught online, and exams are open book where students could simply look up the answers. The teaching methods have proven to be effective, thus, I would advise to continue the current teaching methods.

##### Enhancement (Part II):

None.

**Outcome 2: Statement** Modified: []

Explain the roles of international trade, investment and the global monetary system.

**Outcome 2: Assessment Planning** Modified: [10/12/2010]**Assessment Strategy Used:**

Quarter: Summer 2010  
Assessors: Lale Yurtseven  
Assessment Tools: Exams  
Sections being assessed: 61Z

**Outcome 2: Reflect & Enhance** Modified: [10/12/2010]

**Number of people involved in Phase III:** 1

**Changes:****Methods:**

Assessment Tool: Multiple Choice Exam  
 Number of students assessed: 42  
 Number of students who submitted assignment: 38

Three multiple-choice questions were used to assess this SLO. The students are tested on definition using situational questions and varieties of statements.

**Summary:**

- \* The class averaged 80.15%.
- \* The range for the all questions was from 69.05% to 88.10%.
- \* Answers of students who did not complete this assignment were not included in this calculation.

**Enhancement (Part I):**

This SLO is at the comprehension and definition level, thus, multiple-choice exams are appropriate to measure the outcome. However, given the fact that this is an open book online exam where students can look up terminology before answering the question, case based questions would be a better tool to measure the outcomes. I recommend that future exams include more case based questions.

**Enhancement (Part II):**

None.

**Outcome 3: Statement** Modified: []

Evaluate a global business scenario and determine the best courses of action.

**Outcome 3: Assessment Planning** Modified: [10/12/2010]**Assessment Strategy Used:**

Quarter: Summer 2010  
Assessors: Lale Yurtseven  
Assessment Tools: Written Reports • Case Study  
Sections being assessed: 61Z

**Outcome 3: Reflect & Enhance** Modified: [10/12/2010]

**Number of people involved in Phase III:** 1

**Changes:****Methods:**

Assessment Tool: Case Study with three analytical questions.  
 Number of students assessed: 42  
 Number of students who submitted assignment: 39

**Summary:**

- \* 100% of students who submitted the assignment have successfully demonstrated the ability to perform SLO #1.
- \* The class averaged 95.1%.
- \* The range was from 70% to 100%.
- \* Failing grades of four students who did not complete this assignment were not taken into consideration.

**Enhancement (Part I):**

This SLO is at the analytical level, therefore, I recommend continuing assessment in the same manner. In a case study, students have to analyze a written case and make recommendations based on what they learned in the course.

Overall recommendations for entire course:

Three to four students did not submit their assignments in this online class; they could not be assessed, and some resulted in failing final grades. In an online class, multiple assignments need to be implemented to ensure proper teaching methodologies, however, assignments should also be given a significant amount of weight so that students are motivated not to miss any of them. I would suggest five assessment tools with 20% weight each. This way, anyone that misses even one assignment can jeopardize his or her final grade significantly. Additionally, instructors should be encouraged to contact students who miss assignments.

**Enhancement (Part II):**

None.

---

[ Number of Outcomes for BUS 60: 3 ]