Program: B.S. in International Business and Cultures

Track 1 – German
    French
    Spanish

Track 2 – American Studies (for international students only)

Mission Statement

The International Business and Cultures major, initiated in fall of 1998, is a unique program offering a joint B.S. degree in the College of Arts and Sciences and the College of Business. The mission of this four-year program is to prepare students for careers in international business through the study of foreign languages and cultures combined with a concentration in international business. American students in Track 1 of this program study a foreign language and culture combined with a concentration in international business. International students in Track 2 of this program study English as a second language (if necessary), American culture, and courses in American and international business. For students in both tracks, the program offers experiences beyond the classroom in the form of study abroad and/or internships in international business, governmental, or nongovernmental agencies.

Assessment indicators

- ETS Major Field Achievement Test for Business
- California Critical Thinking Test
- National Survey of Student Engagement Survey
- Capstone business course: BMGT 4930 (Business Policy)
- French/German/Spanish 3010 and 3200
- IDEA Student Evaluation
- Course-embedded Assignments and Exercises

Learning Outcomes

Goal 1

Goal: Students majoring in World Cultures and Business will be able to communicate effectively in the target language in linguistically and culturally appropriate ways in a wide variety of situations.

Assessment: Embedded exercises within language and content courses in the target language (i.e. group/paired oral activities, class presentations, simulations, case studies), writing samples, and where appropriate, audio files demonstrate students’ ability to communicate appropriately in the
target language. All IBAC students take 3010 (written communications) in which upper level language skills are assessed and analyzed. In addition, progress on goals on the IDEA student evaluation tool and items related to oral and written communication skills on the National Survey of Student Engagement Survey are used to assess progress on this goal.

Assessment Analysis and Results:
Foreign language faculty members discuss assessment results in regular departmental meetings and adjust strategies and course requirements based on these results. These results are reviewed by the International Business and Cultures Executive Committee and changes are implemented if appropriate.

Goal 2

Goal: Students will be able to function effectively in different cultural settings and will be able to bridge cultural barriers in social and business interactions.

Assessment: Through embedded exercises, students demonstrate understanding of cultural differences in social and business settings and their ability to converse on business related topics. All IBAC students take 3200 (Business French, German or Spanish) which includes case studies, country studies, exercises on cultural practices within business environments, and further language practice. Assessment is based on successful completion of these embedded exercises. Other methods of assessment include the IDEA evaluation for all languages and simulations based on real-world activities related to business practices.

Assessment Analysis and Results:
Faculty members discuss assessment results in regular departmental meetings and adjust strategies and course requirements based on these results. These results are reviewed by the International Business and Cultures Executive Committee and changes are implemented where appropriate.

Goal 3

Goal: Students will be able to demonstrate in real-world situations their understanding of general business principles as practiced in an increasingly diverse and technologically sophisticated environment.

Assessment: Course-embedded assignments in business core courses (i.e. classroom presentations, written assignments, and simulations) as well as traditional examinations and evaluations that demonstrate an understanding of business principles. In alignment with this objective, the results of the major items on the ETS Major Field Achievement Test and the California Critical Thinking Skills Test demonstrate an appropriate level of understanding across topical areas. Embedded assignments in Business Management 4930 (Business Policy), a capstone course required of all business majors, serves as an additional assessment tool.
Assessment Analysis and Results: The International Business and Cultures Executive Committee meets regularly several times a year to analyze and discuss assessment results and to adjust strategies and/or program requirements accordingly.

Use of Assessment Results: Business Management 4930 was added to the curriculum in 2010. This course also serves as an additional source of course-embedded assessments.

Goal 4

Goal: Students will be able to apply an understanding of international business through completion of courses in the four areas of international business: economics, finance, management, and marketing and through participation in study abroad programs, courses involving international travel, or a business practicum.

Assessment: Course-embedded assignments in four cornerstone international courses require students to demonstrate critical thinking skills and effective decision-making with a global perspective. Carefully formulated exchange agreements in the Magellan Exchange program, documented substitution forms for international exchanges at universities, and standardized procedures for goal-oriented practicum, and journals during international work/study serve as assessment instruments in nontraditional and experiential learning environments. The non-traditional components of international travel or work require students to recognize how diversity and multiculturalism effect their environment. Direct measures include the ETS Major Field Achievement Test and the California Critical Thinking Skills Test. Indirect measures include student, alumni, and employer surveys.

Assessment Analysis and Results: The International Business and Cultures Executive Committee meets regularly to review data from student examinations, embedded exercises in courses, student evaluations, and various surveys. Changes in curriculum, professional development endeavors, and orientation for international experiences are made as a result of this evaluation.

Program Outcomes

Goal: Increase the number of graduates per year to ensure that our five-year moving average meets the THEC minimum of 10 per year and increase the enrollment and retention sufficiently to support this goal.

Assessment: Track the five-year moving average of graduates in IBAC

Assessment Analysis and Results: See table below

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<th>2005-06</th>
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Use of Assessment Results: In order to improve retention and graduation rates, the Executive Committee changed the title of the program from World Cultures and Business (WCB) to International Business and Cultures (IBAC) in 2010. After researching similar programs at other institutions and receiving feedback from majors, alumni, and potential employers, it was evident that the former name was not easily identifiable. For this reason, majors were discouraged after attending job fairs and speaking with prospective employers. The new name change clearly identifies the degree as a business degree with a strong language and cultural emphasis. Since the name change was effective in 2010, there is not enough data to determine if the name change has been effective in increasing enrollments and graduation rates.