CAL MARITIME

ANNUAL PROGRAM REPORT

Academic Program	International Business and Logistics
Reporting for Academic Year	AY 2018-19
Department Chair	Nipoli Kamdar
Date Submitted ***Forms are submitted in fall term following the academic year under review**	December 2, 2019

1. SELF-STUDY (Approx. 500 words)

Please present any planning goals from the last comprehensive Program Review, and report on progress toward achieving these goals.

Our last comprehensive review was completed in AY 2013-14 in preparation for our application for reaffirmation of accreditation by the IACBE. We were accredited with 0 notes and 0 comments which the IACBE characterized as a rare occurrence. The IBL program made great strides in creating and executing an outcomes assessment plan that had a stable set of program learning outcomes and operational outcomes, a clear plan of assessment with associated rubrics and target achievement rates.

Student learning outcomes were updated in 2017-18 in accordance with WASC guidelines, ie.to ensure that we are able to assess information literacy at the mastery level. IACBE guidelines for assessment changed in December 2017 and we updated our learning outcomes to align with the new guidelines and to allow for more meaningful assessment. We developed a rubric for assessment of information fluency, developed new student learning outcomes for the International Experience and updated the Senior Exit Survey.

We are currently working on our self-study for reaffirmation of IACBE accreditation. The self-study will soon be completed and the site visit will follow in Spring 2020.

B. Program Changes and Needs

Report on changes and emerging needs with relation to a) curriculum and b) resources (including faculty, staff, space, equipment).

The IBL program grew rapidly from 2011 to 2016. Enrollment increased 42% with no accompanying increase in the number of full-time faculty. In 2017 total enrollment grew slightly but the number of incoming students declined. The incoming class continued to decline in Fall 2018 and Fall 2019. We believe that years of resource-constrained growth and ever-increasing class sizes had an adverse impact on the quality of education and this in turn led to enrollment growth first tapering off and now declining. However, we have gradually added one tenure-track faculty member every year for the last three years and this has had a beneficial effect on the service obligations and teaching loads of all IBL faculty and, we believe, academic rigor.

Enrollment declines have affected colleges and business programs across the nation and Cal Maritime is no exception. To strengthen our program and differentiate ourselves from our competitors we have implemented a number of measures including:

1. taking advantage of the professional experience of our recently hired colleagues to offer more specialized courses such as Procurement, Marine Insurance and Inventory Management.
2. Teaching data analytics and data visualization software packages such as Excel, RStudio and Tableau.
3. Encouraging students to complete a certificate course in the use of Transportation Management Software.
4. Updating the internship course and the increasing the minimum number of hours required by more than 50%
5. Better advertising of internship and job opportunities t
6. More opportunities for students to interact with professional associations such as the Propeller Club, Women in International Trade, Women's International Shipping and Trade Association and attend professional conferences such as IANA.
7. Early identification and mentoring of at-risk students.
8. Greater emphasis on active learning in the form of flipped classrooms, inquiry-based learning, clickers, etc.

We have also had several conversations about updating and redesigning our curriculum to provide students with a broad base of business knowledge as well as a specialized focus on two areas with excellent employment prospects –supply chain management and maritime business. We hope to have the new curriculum in place by the end of AY 2019-2020.

2. **SUMMARY OF ASSESSMENT** (Approx 500 words)

Student Learning Assessment for B.S. in Business Administration –International Business and Logistics
Program Intended Student Learning Outcomes (Program ISLOs)
1. *Students will demonstrate knowledge of foundational core of business*
2. *Students will demonstrate teamwork and leadership skills*
3. *Students will demonstrate effective professional communication skills*
4. *Students will apply relevant quantitative methods and tools to make business decisions*
5. *Students will be able to evaluate and use information resources appropriately to make business decisions*
6. *Students will develop the intercultural competencies necessary to conduct business in a global context*

B. Program Student Learning Outcome(s) Assessed

All of the above

C. Summary of Assessment Process

PLO 1 is assessed by means of an exit exam administered by Peregrine Academic Services. Students are expected to score an average of 40% in each of the areas listed above. Other direct measures include assignments in capstone courses, a senior year International Business course and a survey of internship supervisors. Our indirect measure is a Senior exit survey that is administered along with the Peregrine exit exam.

D. Summary of Assessment Results

In 2018-19 we conducted a comprehensive operational assessment and we also assessed all out program learning outcomes. This was done in preparation for our application for reaffirmation of IACBE accreditation. A summary of our results is attached.

Table 2-1: Student Learning Assessment Results

Bachelor of Science in Business Administration

	Bachelor of Science in Business Administration
a.	**Summary of Results from Implementing Direct Measures of Student Learning:**
1.	*1. Summary of Results for Direct Measure 1:Exit Exam* Seventy percent of graduating students earned at least 40% on the following areas of the business technical knowledge assessed by the Peregrine Exit Exam : Business Ethics, Strategic Management, Leadership, Economics, Law and Management, However the performance target was not met in five areas : Accounting , Finance, Global Business, Information Systems and Quantitative Techniques. On the whole,69% our graduating students earned a final score of at least 40%, just shy of the 70% target.
2.	*Summary of Results for Direct Measure 2: Senior Experience, MGT 400* Presentations in Capstone class, MGT 400, were used to assess PLOs 2 and 3. Performance targets were exceeded with 89% of the students achieving an acceptable or exemplary score for team-work and leadership skills, and 93% receiving an acceptable or exemplary score for professional communication.
3.	*Summary of Results for Direct Measure 2: Senior Experience, MGT 440* Quantitative skills were assessed in the Spring semester capstone course –Logistics Case Analysis and the performance target was met with seventy-one percent of the students achieving an acceptable or exemplary rating for their ability to: a. accurately identify quantitative information pertinent to the solution of the problem/opportunity; b. accurately apply quantitative analysis and c. present a reasoned account of the answer that examines assumptions and develops thorough interpretations and implications of the results.
4.	*Summary of Results for Direct Measure 3: Senior Experience, BUS 301* For Outcome 5, the evaluation and use of information resources, the librarian assigned to business courses, Margot Hanson, was scheduled for two sessions, first to describe all of the resources available through the library that might be useful to the students for their marketing plan projects. The second session, which was scheduled after the students had time to explore those resources, addresses specific problem students had in locating sources of information, and to give a detailed explanation of the proper process for citing sources. 84% of the students received an acceptable or exemplary score for this outcome. For Outcome 6, intercultural competency, a class final project involving an international marketing plan was used which included a component on cross-cultural marketing issues. For this outcome, 100% of the students received an acceptable or exemplary score.
5.	*Summary of Results for Direct Measure 4: Internship Supervisor Survey* For outcome assessment, 100% of respondents evaluated our students agreed or strongly agreed that our interns met Outcomes 1-4. On a scale of one to five, the average scores on these items ranged from 4.4 to 4.8 on the survey.
b.	**Summary of Results from Implementing Indirect Measures of Student Learning:**
1.	*Summary of Results for Indirect Measure: Senior Exit Survey* The results of the Senior Exit Survey were also a mixed bag. While performance targets were met or exceeded in the areas of team-work and leadership, professional communication and intercultural competencies the results also indicate that students were not as satisfied with the quality of the IBL program as we had hoped. Only seventy-six percent of students agreed or strongly agreed that the IBL program helped them apply major concepts within the traditional areas of business, which fell short of our target of eighty percent. The same was true of PLO #1, with only 76% agreeing that courses in the IBL program helped them apply major concepts in the traditional areas of business.
c.	**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes (ISLOs)			Learning Assessment Measures							
			Direct Measures of Student Learning				Indirect Measures of Student Learning			
Program ISLOs		*Exit Exam*	*Senior Experience MGT 400*	*Senior Experience MGT 440*	*Senior Experience BUS 301*	*Internship Supervisor Survey*	*Student Survey*	*Internship Supervisor Survey*	*Indirect Measure 3*	*Indirect Measure 4*
		Performance Objective Was…	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**
1.	*Students will demonstrate knowledge of foundational core of business*	Not Met					Not met (76%)	Met		
2.	*Students will demonstrate teamwork and leadership skills*		Met (89%)				Met	Met		
3.	*Students will demonstrate effective professional communication skills*		Met (93%)				Met	Met		
4.	*Students will apply relevant quantitative methods and tools to make business decisions*			Met (71% for quantitative analysis ; 88% for tools)			Not met (67%)	Met		
5.	*Students will be able to evaluate and use information resources appropriately to make business decisions*				Met (84%)		Not Met (76%)			
6.	*Students will develop the intercultural competencies necessary to conduct business in a global context*					Met (100%)	Met			

Table 2-2: Operational Assessment Results

a. Summary of Results from Implementing Operational Assessment Measures/Methods:	
1.	Statistics reported by the Career Center Results for Spring 2019 graduates are pending but 96% of Spring 2018 graduates were employed or in graduate school within six months of graduation. Approximately 40% of graduates found employment in maritime-related forms. Other popular employers were in the logistics and (non-maritime) transportation industries.
2.	Graduation Rate Data The most recent graduation rate data available is for the Fall 2014 cohort , 60 percent of whom had graduated within four years, which exceeds our performance target. This is well above the average for the campus as whole (48%) and for the CSU system as a whole (25.5%)
3.	Faculty Credentials Almost all the courses are taught by academically or professionally qualified faculty and 100% percent of tenure-track faculty are either academically-or professionally-qualified to teach in their respective disciplines.
4.	Faculty Performance Reviews Every tenured and tenure-track faculty member attended at least one relevant disciplinary or instructional-development conference or workshop in AY 2018-19. 80% of full-time faculty members undertook at least one work of scholarship during the 2018-19 academic year.
5.	Senior Exit Survey On the Senior Exit Survey 68.5 % of graduating students indicated that they were “satisfied” or “very satisfied” with their academic advisors, which was a little shy of the performance target of 70%.
6.	On the Senior Exit Survey, only 67% of graduating students will indicate that they were “satisfied” or “very satisfied” with the IBL program’s learning and technological resources, short of the 70% performance target for this measure.

b. Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes		Operational Assessment Measures/Methods							
		Operational Assessment Measure/ Report of the Career Center	***Operational Assessment Measure/*** Graduation Data from Registrar	***Operational Assessment Measure/*** Faculty Credentials	***Operational Assessment Measure/*** Faculty Performance Reviews	***Operational Assessment Measure*** Student Exit Survey	***Operational Assessment Measure/ Method 6***	***Operational Assessment Measure/ Method 7***	***Operational Assessment Measure/ Method 8***
		Performance Objective Was…	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**	**Performance Objective Was…**
1.	The Department of International Business and Logistics (IBL) will be successful in placing its undergraduate students in appropriate entry-level positions or in graduate school on an annual basis.	Met							
2.	IBL majors will graduate in a timely manner.		Met						
3.	Faculty members in IBL will be highly-qualified in their teaching disciplines.			Met					
4.	Faculty members in IBL will be engaged in appropriate scholarly and professional activities.				Met				
5.	The department will be successful in providing effective academic advising to its students.					Not Met			
6.	The Business Program will be successful in providing high-quality learning and technological resources to its students.					Not Met			