

International Business and Language

Program Review

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Executive Summary

The University of La Verne offers undergraduates the opportunity to major in the interdisciplinary International Business and Language (IB&L) Program leading to the Bachelor of Science degree. The program affords the student an interwoven education in Business Administration while concentrating in either French or Spanish. These two major components of the curriculum are united through a relevant exposure to offerings in economics, political thought, and the cultural considerations encountered in the conduct and involvement in international trade and commerce. During the 2007-2008 academic year, the program had a total of 21 majors which has been a generally consistent number since the 2002-2004 academic year in spite of losing the ability to use German as a supported language possibility.

The program consists of a maximum of 60 units including 24 units of core prerequisites, 48 units of core. And 12 units of upper division electives in either Business Administration, Language, Economics, or Political Science. A great deal of flexibility is built in to the agreed upon program thus maximizing the opportunity to benefit from available study abroad possibilities. The IB&L major is required to complete 8 units of elementary language, 8 units of intermediate level language, 4 units of an upper division course with cultural orientation taught in the language, and 4 units of the language of commerce. Credit given for courses taken elsewhere in study abroad programs must be taught in the chosen language. Other core courses are mostly in Business Administration supplemented by courses in Economics, Political Science and Religion/Anthropology. Most of the present majors emanate from Hispanic backgrounds and many are able to complete the first 16 units of Spanish by examination.

The majority of all IB&L majors are traditional-aged undergraduates most of whom started as freshmen at La Verne. CAPA students are eligible to participate but that choice is not common.

The learning outcomes for IB&L majors include the acquisition of knowledge of and communicative skills in the target language, the development of critical thinking and literary analysis skills, teaming skills, both oral and written business communication capability, and a basic understanding of the various sub-disciplines of business operation and their interactions with the resultant influence on the conduct of global business, and an understanding and appreciation of diverse cultures,

Assessment procedures utilized in this program review included an upper division focus group, an alumni survey, the modern languages program review, a language student survey, content analysis of course evaluations, course outline/syllabi reviews, and faculty interviews. Our findings suggest the following:

1. Students indicate that our language programs have provided them with a strong foundation in oral and written communication skills in the target language; however, there is a need for standardized oral and written assessment rubrics, as well as additional oral assessment tools.
2. Majors report satisfaction with the skills and knowledge they receive in the areas of cultural analysis and awareness.
3. Many course outlines are outdated and do not reflect current program goals and learning outcomes and syllabi in many cases do not conform to the course outlines as they exist..
4. The study abroad component continues to offer invaluable and life-altering experiences for our majors, who unanimously praise the experience.
5. Students indicate that the language laboratory is ill equipped to meet their language learning needs.

The following actions are recommended:

Program Component

1. Investigate alternate study abroad options.
2. Investigate the addition of Mandarin as a language option.
3. Develop a scheme such as a portfolio system for demonstrating that each graduating student has achieved the program objectives. The portfolio would include writing samples and work that shows the integration of the various components of this complex program.
4. Investigate addition of an internship requirement.
5. Change the prerequisite requirement for ECON 220, Economics Analysis to ECON 328, Economic Theory and Issues.
6. Change the requirement for REL 300, Religions West or REL 305, Religions East to ANTH 330, Cultural Anthropology.
7. Revise course outlines to reflect the current course objectives and learning outcomes, and ensure that course goals, expectations, and policies can be clearly communicated to students
8. Assure that all course syllabi comply with the requirements of the course outlines.

9. Assure that all courses are in compliance with the syllabus approved for the course.

Language Component

1. Create standardized rubrics for oral and written assessment of language competency.
2. Investigate alternative oral assessment modes, such as software or Internet-based tools.
3. Consider adding an oral assessment component to graduation requirements for language majors, such as an oral presentation/defense of the senior project before a committee and/or fellow majors.
4. Revise course outlines to reflect the current syllabi, course objectives and learning outcomes, and ensure that course goals, expectations, and policies are clearly communicated to students.

Business Component

1. Eliminate course overlap as much as possible.
2. Investigate making BUS 330, Business Finance, available to IB&L majors.
3. Investigate using BUS 270, Business Statistics, as meeting general education requirements.
4. Employ the simulated and iterated business formation and management process in BUS 496, Business Seminar, as an indicator that Learning Outcome #6 has been achieved.
5. Use the teaming and problem solving presentation process in BUS 360 as an indication that Learning Outcome #5 has been achieved.

Economic, Cultural, and Political Components

1. Create learning outcomes and rubrics necessary to demonstrate that students have achieved program Learning Objective #4 in each of these areas.

I. Program Mission

The mission of the international Business and Language Program is to develop students' abilities to communicate with people of other cultures in a business context; to provide language students with career opportunities in global business; to enable business students to function efficiently in a cross-cultural environment; and to help students to become productive citizens of the world.

II. Program Goals and Learning Objectives

The International Business and Language Program expects its majors, at the conclusion of their course of study, to be able to demonstrate:

1. Oral receptive and productive target language competency at the Advanced Intermediate level or above (as defined by American Council on the Teaching of Foreign Languages (ACTFL) standards) in most informal and some formal settings, using appropriate structures that would be comprehensible to a native speaker.
2. Reading and writing competency in the target language at the Advanced Intermediate level or above (as defined by ACTFL standards), using appropriate vocabulary, grammar, syntax, and register that would be comprehensible to a native speaker.
3. Correct and appropriately written business communications in the target language that would be comprehensible to a native speaker.
4. An understanding of the economic, political, and cultural forces influencing the conduct of the world's business, commerce, and politics.
5. An understanding of the various sub-disciplines of business operation and their interactions and the resultant influence on the conduct of global business.
6. The ability to effectively communicate in both written and oral formats and effectively function as members of a business team.

III. Program Description

III. A. Organization

The International Business and Language Program awards an undergraduate Bachelor of Science Degree in International Business and Language. The program is of an interdisciplinary nature combining the benefits of offerings from both the College of Arts And Sciences and the College of Business and Public Management. Management of the program is shared by two co-chairpersons, one from the Modern Languages Department in the College of Arts And Science, the other from the Department of Business Management and Leadership in the College of Business and Public Management. Student advisement is performed on the most part by the College of Business and Public Management.

The major is offered only on the Central Campus including majors enrolled in the Campus Accelerated Program for Adults (CAPA) although certain courses may be taken at off-campus centers and cooperative overseas institutions when available.

III. B. Courses

The program including prerequisites and core requirements currently consists of six 4-semester unit courses in either Spanish or French in addition to fifteen 4- semester unit courses in economics, business, accounting, management, political science, and religion. (See Appendix S for courses). International Business and Language students are encouraged to spend one or two semesters enrolled in selected foreign universities where the language is spoken. Courses taken in those circumstances are approved for credit toward their degree program only if they are either a direct substitute or are a course fulfilling the intent of a catalog course. Special arrangements are available for those students wishing to pursue programs concentrating on languages other than French or German. Students choosing those languages fulfill their language requirements by a combination of registering for languages at other institutions and supplemented by one or more academic terms enrolled in a 4 year university in a country where the language is spoken. Internships while registered in BUS 498 are especially encouraged as an important addition to the benefits to be gained by participating in the program.

Annual course schedules are shown in Figure III. B. 1. All of these courses are shared with other programs to a lesser or greater degree. The availability of courses has been such that no student fails to be granted a degree in the nominal four years if advisement is adhered to and success in the classroom is achieved. Availability of courses has not been a deterrent to graduation.

Figure III .B. 1 Frequency of Program Courses

<u>Course</u>	<u>Title</u>	<u>Sections Presented</u>		
		<u>Fall</u>	<u>Spring</u>	<u>Interterm</u>
SPAN 100	Elementary Spanish I	3	2	-
SPAN 101	Elementary Spanish II	2	3	
SPAN 210	Intermediate Spanish 210	1		
SPAN 211	Intermediate Spanish 211		1	
SPAN 320	Hispanic Civilization & Culture I	1		
SPAN 321	Hispanic Civilization & Culture II		1	
SPAN 420	Commercial Spanish		1	
FREN 100	Elementary French I	1	1	
FREN 101	Elementary French II	1	1	
FREN 210	Intermediate French 210	1		
FREN 211	Intermediate French 211	1		
FREN 320	French Civilization & Culture I	1		
FREN 321	French Civilization & Culture II		1	
FREN 420	Commercial French		1	
ACC 201	Elementary Accounting I	3	1	
ECON 220	Economic Analysis I	3	2	
ECON 324	Comparative Economic Systems	1		
ECON 325	International Economics		1	
BUS 360	Principles of Marketing	3	2	
BUS 466	International Marketing	1		1
BUS 496	Senior Seminar	2	2	
MGMT 300	Principles of Management	3	3	
MGMT 451	International Management		1	
PLSC 351	International Relations	1	1	
PLSC 452	Comparative Gov. and Politics		1	
ANTH 330	Cultural Anthropology	1	1	

III. C. Faculty

Faculty serving majors in International Business and Language come mainly from either the College of Arts and Sciences and the College of Business and Public Management. Within the College of Arts and Sciences faculty are provided principally by the Department of Modern Languages and less frequently by the departments of (1) History and Political Science and (2)

Sociology/Anthropology. Faculty from the College of Business and Public Management represent a cross-section of economics, management, marketing, and accounting professors. During the 2007-2008 academic year, the Department of Modern Languages consisted of 3.5 full-time faculty members: 1 in French and 2.5 in Spanish. This full-time faculty contingent was mainly responsible for the conduct of the four (4-unit) Prerequisites, two (4-unit) Core Requirements), and any Core Electives selected by a particular student. Demand for offerings beyond their ability to provide were supplied by Adjunct professors including specialty courses such as Commercial Spanish and Commercial French. Courses taken at other universities such as those involved in the Study Abroad program were staffed by their respective faculties. Also during the 2007-2008 academic year, the 35 person full-time faculty of the College of Business and Public Management was supplemented by adjunct faculty in the deliverance of two (4-unit) Prerequisites, seven (4-unit) Core Requirements, and as many as three (4-unit) upper division electives. The Department of History and Political Science with a full-time cadre of 6 professors also aided by adjunct faculty presented the three (4-unit) political science courses rounding out the Core Requirements. In general, service rendered by full-time faculty was far more the rule than the exception.

The analysis of language course syllabi (*Appendix O*) indicates that program goals and learning outcomes are receiving superior coverage across the board. As expected, the development and refinement of oral and written skills in the respective target language constitute an essential part of all of program classes. There is a need for some course outlines to be updated to reflect current course curriculum, objectives and learning outcomes, as noted in our action recommendations.

III. D. Majors

Annual number of IB&L majors for the years 2003 – 2007 are shown in Figure III. D. 1.

Figure III. D. 1				
- International Business and Language				
Yearly Headcount				
<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>
21	15	22	21	21

As shown in Figure III. D. 1, the number of students listed as majoring in International Business and Language has remained rather consistent over a five year period. This has occurred even though the complimentary language offerings have been reduced to French and German with the loss of Japanese and German.

III. E. *Advising*

Two full-time faculty members are responsible for academic advising within the IB&L program; one from the Department of Modern Languages, one from the College of Business and Public Management. These two individuals also serve as program co-chairpersons thus maximizing the effectiveness of the advising process.

IV. Assessment Procedures

The goals and objectives of the International Business and Language program are shown in Section II of this report. The herein described assessment procedures employed in this review were selected with a view towards assessing the ability of the program components to collectively meet those goals and objectives. Table IV. 1 demonstrates in matrix form the applicability of each of the selected methodologies in meeting each of the goals and objectives.

		TABLE IV-1 Assessment of Learning Objectives						
		<u>Learning Objective</u>						
Instrument		Obi. 1	Obi. 2	Obi. 3	Obi. 4	Obi. 5	Obi. 6	
1	IB&L Program Focus Group	X	X	X	X	X	X	
2	IB&L Alumni Survey	X	X	X	X	X	X	
3	Mod. Lang. Senior Exit Survey	X	X	X	X			
4	Mod. Lang. Alumni Survey	X	X	X	X			
5	Language Student Survey	X	X		X			
6	Language Courses Evaluation	X	X	X	X			
7	Course Outline/Syllabus Eval.	X	X	X	X	X	X	
8	Language Faculty Interview	X						
9	Language Writing Sample		X					
10	Imbedded Business Courses					X	X	
11	Political Sci. Course Eval.				X			
12	Economics Course Eval.				X			
13	Anthropology Course Eval.				X			

IV. A. *IB&L Program Focus Group Including Upper Division IB&L Majors*

A focus group session was conducted during April of 2008 using junior and senior level students enrolled in the International Business and Language course of study (See below for a list of topics submitted to the focus group)..The survey queried students as to their experiences in and level of satisfaction with various aspects of the program, as well as their current educational, professional, and personal plans for their futures. Students were also encouraged to identify their

personal perceptions of the best and the worst aspects of the program and to make recommendations for program improvement. Eight of fourteen invited students participated. Because of the small sample size, a quantitative assessment of the data was not performed; nevertheless, the comments obtained from the eight participants were compiled and analyzed (See Appendix A).

The following topics were submitted to the focus group:

1. Why did you choose this major?
2. At this stage of your undergraduate career, how do you feel about your choice of major?
3. What courses or areas of study do you think should be added to the program? What courses in your opinion produced minimal educational benefit?
4. In your opinion, what are the greatest strengths of the program?
5. In your opinion, what are the greatest weaknesses of the program?
6. If you have taken advantage of the study abroad opportunities, how much do you think that this experience added to the IBL educational program?
7. How fluent were you in your language of emphasis before beginning this program? How fluent are you now?
8. What is your dream career?
9. Do you think that your course of study in IBL has prepared you for your dream job?
10. How well have you been able to integrate the knowledge you have gained during your International Business and Language experience?

The topics presented to members of the focus group were defined so that comments by the group would make a contribution to the assessment of the ability of the program to meet each of the six defined objectives.

IV. B *IB&L Alumni Survey*

Approximately fifty-four surveys (See Appendix B) were mailed to alumni who graduated from La Verne within the last ten years after earning the Bachelor of Science in International Business and Language degree. These students chose Spanish, French, German, or Japanese as the language of interest. (See Appendix B)

Twelve completed surveys were returned. In this survey, alumni were asked to assess various aspects of their program of study in terms of overall quality and preparation for further study or for a career. They were also queried in respect to their professional and personal accomplishments since graduation and to their perceived applicability of the program to their current endeavors. Finally, alumni were encouraged to make recommendations for program improvement. See Appendix C for a detailed report of the analysis of the results of this survey.

The survey was so defined so that the inputs furnished by the responding alumni would make a contribution to the assessment of the ability of the program to meet each of the six defined objectives.

IV. C *Modern Languages Senior Exit Survey* A survey was distributed in Spring 2007 to senior French, German and Spanish majors and minors (See *Appendix E* for a copy of the survey). The results of the inputs gathered from this focus group were instrumental in determining the extent to which the IB&L program as currently constituted meets the first four program objectives. The survey queried seniors as to their experiences in and level of satisfaction with various aspects of their language program, as well as to their future educational, professional, and personal plans. Students were also encouraged to identify the best and worst aspects of the program and to make recommendations for program improvement. Five of the eight surveys distributed were returned. Because of the small sample size, a quantitative assessment of a sample was not performed; nevertheless, the ratings and comments from all five surveys are noted in the present program review.

IV. D *Modern Languages Alumni Survey*

Approximately twenty-five surveys were mailed and/or e-mailed to alumni who graduated from ULV within the last ten years with a major or minor in French, German and Spanish (See *Appendix F* for a copy of the Alumni Survey, as well as corresponding statistical reports). Twelve completed surveys were returned. As with the Senior Exit Survey, alumni were asked to assess various aspects of their language program in terms of overall quality and preparation for further study or a career. As with the Modern Languages Senior Exit Survey, the results of the inputs gathered from this focus group were instrumental in determining the extent to which the IB&L program as currently constituted meets the first four program objectives. They were also asked about their personal and professional accomplishments since graduation and the applicability of their program to their current endeavors. Finally, alumni were encouraged to make recommendations for program improvement.

IV. E *Language Student Survey*

Surveys were distributed to students in all language courses toward the close of the Fall 2006 and Spring 2007 semesters. Appendix D includes a copy of the Language Student Survey and tables that detail the statistical analysis of the same. The survey asked students to rate the success of their course(s) in terms of promoting linguistic competency and fluency in the target language, improving general linguistic and critical thinking skills, and disseminating knowledge about and fostering appreciation of different cultures. Students were asked to make brief recommendations for improvement of course content and the program in general. This instrument contains information contributing to the program's ability to meet Objectives 1, 2, and 4.

IV. F *Language Course Evaluation*

A content analysis was performed based on the course evaluations from ninety-five courses offered by our language programs between Fall 2004 and Spring 2006. See *Appendix J* for the complete analysis. This effort supplies information needed for the assessment of the program's utility in meeting Objectives 1, 2, 3, and 4.

IV. G *Course Outline and Syllabus Evaluation*

The goal of this effort will be to assess the course objectives of each of the program's core courses to determine that they are fully responsive to the objectives of the program and that responding syllabi are directed toward meeting the course objectives. This effort supplies information needed for the assessment of the program's utility in meeting all six program objectives. This effort is only partially complete at this time since the program evaluations in some of the academic disciplines are yet in progress.

IV. H *Language Faculty Interview*

Language faculty members—part-time and full-time alike—were interviewed and asked to identify what they perceived to be the strengths and weaknesses of the language programs and to make suggestions for improvement. This effort supplied information needed for the assessment of the program's utility in meeting Objective 1.

IV. I *Language Writing Sample*

A writing assessment rubric (*Appendix M*, Rubric #1) was applied to a writing sample from upper-level students. The sample was made up of twenty compositions (short essays) taken from three 300+ level Spanish courses offered in the 2006-07 academic year. This effort supplied information needed for the assessment of the program's utility in meeting Objective 2

IV. J *Imbedded Business Courses*

The International Business and Language program presently employs up to eight 4-unit courses which could be in common with the typical program of a student in pursuit of the BS in Business Administration degree. This includes a common capstone course (BUS 496) where students intermingle. As a result, meeting the objectives of the International Business and Language program is heavily dependent upon the offerings in Business Administration. The program review of the BS in Business Administration program is currently incomplete but the intention is to demonstrate achievement of objectives by employing the results of activities imbedded in Business Administration core courses which are common to the IB&L business curriculum. The program review for the BA in Business Administration program (See Appendix L) is complete and has been used for this analysis as a result in the similarity to the BS program. The intent is to assure that imbedded aspects of one or more course will be sufficient to demonstrate that IB&L program objectives 5 and 6 are met.

IV. K *Political Science Course Evaluation*

The fourth program objective is to create an understanding of the economic, political, and cultural forces influencing the conduct of the world's business, commerce, and politics. This evaluation deals with the politics aspect of that objective and employs Appendix P as the source of information.

IV. K. 1 Course Outline/Syllabus Reviews

Recent syllabi and course outlines were reviewed for each of Department's courses to identify different areas of competency and the degree to which they were covered. The reviews specific to the IB&L program assessment are:

PLSC 301 - American Government and Politics

PLSC 351 - International Relations

PLSC 452 - Comparative Government and Political Systems

IV. K. 2 Grade Distributions

Grade distributions of these courses earned during the 2004-2005 academic year were examined (See Table V. 2). The purpose of this study was to ascertain the standards of performance expected of the students in these courses so pivotal to the objectives of the program.

IV. K. 3 SWOT Analysis

A SWOT Analysis was conducted to identify the strengths weaknesses, opportunities and threats to offerings the Department of History and Political Science as perceived by the faculty and staff. The results of the SWOT analysis will be used to assess how appropriate the three courses under consideration in their present form are in meeting the objectives of the IB&L program.

IV. L *Evaluation of Required Economics Courses*

The fourth program objective is to create an understanding of the economic, political, and cultural forces influencing the conduct of the world's business, commerce, and politics. This evaluation deals with the international economics aspect of that objective. This evaluation was done by course analysis since the program review has not yet been completed for the BS in Economics program.

The courses required as part of the International Business and Language curriculum that contribute to the knowledge of economics required for effective involvement in the world of international business are:

1. Economics 324 Comparative Economic Systems
2. Economics 325 International Economics

The ability of these courses to act as the required program complement will be assessed through an audit of course outlines and their related course syllabi. This effort will be accomplished as part of the Economics program review.

IV. G *Evaluation of Cultural Awareness Courses*

The fourth program objective is to create an understanding of the economic, political, and cultural forces influencing the conduct of the world's business, commerce, and politics. This evaluation deals with the culture aspect of that objective.

The courses required as part of the International Business and Language curriculum that contribute to a level of cultural awareness required for effective involvement in the world of international business are:

1. Anthropology 330 Cultural Anthropology
2. Language 320 Civilization and Culture I
3. Language 321 Civilization and Culture II
4. Business 466 International Marketing
5. Management 461 International Management

The ability of these courses to presentation of the required program complement will be assessed through an audit of course outlines and their related course syllabi. This effort has already been completed for the Language and Anthropology courses.

V. Findings

To reiterate, the purpose of this review is to determine if the International Business and Language program is (1) achieving the stated learning objectives and (2) determining what changes are necessary in cases where it appears that the objectives are not being met. Part of the data used herein were derived from the modern Languages Program Review and were not generated as a result of the IB&L Program Review.

Those learning objectives are:

- 1. Demonstrate oral receptive and productive target language competency at the Advanced Intermediate level or above (as defined by ACTFL standards) in most informal and some formal settings, using appropriate structures that would be comprehensible to a native speaker.**
- 2. Demonstrate reading and writing competency in the target language at the Advanced Intermediate level or above (as defined by ACTFL standards), using appropriate vocabulary, grammar, syntax, and register that would be comprehensible to a native speaker.**
- 3. Demonstrate correct and appropriately written business communications in the target language that would be comprehensible to a native speaker.**
- 4. Demonstrate an understanding of the economic, political, and cultural forces influencing the conduct of the world's business, commerce, and politics.**
- 5. Demonstrate an understanding of the various sub-disciplines of business operation and their interactions and the resultant influence on the conduct of global business.**
- 6. Demonstrate the ability to effectively communicate in both written and oral formats and effectively function as members of a business team.**

As a baseline for the findings shown in this section of the report, Table IV-1, Assessment of Learning Objectives is repeated:

TABLE IV-1 Assessment of Learning Objectives								
		<u>Learning Objective</u>						
Instrument			Obi. 1	Obi. 2	Obi. 3	Obi. 4	Obi. 5	Obi. 6
1	IB&L Program Focus Group		X	X	X	X	X	X
2	IB&L Alumni Survey		X	X	X	X	X	X
3	Mod. Lang. Senior Exit Survey		X	X	X	X		
4	Mod. Lang. Alumni Survey		X	X	X	X		
5	Language Student Survey		X	X		X		
6	Language Courses Evaluation		X	X	X	X		
7	Course Outline/Syllabus Eval.		X	X	X	X		
8	Language Faculty Interview		X					
9	Language Writing Sample			X				
10	Imbedded Business Courses						X	X
11	Political Sci. Course Eval.					X		
12	Economics Course Eval.					X		
13	Anthropology Course Eval.					X		

V. A. IB &L Program Focus Group

Highlights of Findings

The responses to the 14 topics are summarized in Tables A. 1 – A. 14 (See Appendix A). The following are highlights of the responses. The results of this effort were very successful in revealing the extent to which the IB&L program as it exists meets its six learning objectives. There were many positive aspects of La Verne’s International Business and Language Program as well as some issues that need attention.

- All of the students in the focus group felt that very similar concepts and principles are being taught in several courses such as Marketing and International Marketing or Management and International Management.
- Students indicated that they and the program would benefit from more quantitative classes such as Statistics, Finance and Economics in order to better prepare them for the business world.

- All of the students found their professors to be effective and helpful even mentioning some by name, albeit they expressed some concern over rumors of young, inexperienced teachers beginning to teach some of their courses.
- Some students mentioned the value of adding experiential elements to the program, by incorporating a mandatory study abroad experience or an internship.
- All of the focus group participants expressed being pleased with their choice of major and the direction of the program.
- Most students indicated that they were planning careers in the international business environments.
- Participants strongly emphasized the importance of fluency in commercial Spanish (The lack of other language options was mentioned).
- Integration of the two areas of study was acknowledged in terms of using language to better understand the context of different cultures.

V.B IB&L Alumni Survey

The complete analysis of the results of this instrument is shown in Appendix C. Since the results of the IB&L Student Focus Group were employed in designing the survey, the results of this effort were even more successful in revealing the extent to which the IB&L program as it exists meets its six learning objectives.

V.B.1 Significant Results

Question 28 Asks the respondent to comment using a Likert scale her or his rating of the program in a number of skill/content areas. Table V. B. 1 shows the composite response from all participants assuming that all data are interval scaled or better. This analysis shows that the program is considered Good to Excellent in most areas of concern especially in oral communication, fostering of creative thinking, training in public speaking, and cultural diversity. Areas where the experience was rated only Fair to Good were strategic business, operational business, and training in research methods. The perceived value received in all other areas was rated essentially Good

Table V. B. 1 Program Rating of Salient Program Attributes
Mean, standard deviation, and percentages of 'Excellent' and 'Good' responses to survey items on learning outcomes at ULV by International Business and Language Program alumni (4-point scale; 1=Excellent, 2=Good)

Item	N	M	SD	%Excellent	%Good
1. Operational Business	10	2.5	.53	00%	50%
2. Strategic Business	10	2.1	.56	10%	70%
3. Oral Communication	11	1.45	.52	55%	45%
4. Written Communication	11	1.72	.64	36%	54%
5. Second Language Acquisition	11	1.63	.50	36%	64%
6. Reading Comprehension	11	1.63	.50	36%	64%
7. Creative Thinking	11	1.45	.52	55%	45%
8. Critical Thinking	11	1.27	.46	73%	27%
9. Public Speaking	11	1.45	.52	55%	46%
10. Literary and cultural analysis	11	1.54	.68	55%	36%
11. Research	11	2.09	.70	18%	55%
12. Culture/. Historical/Political Knowledge	11	1.63	.67	46%	46%
13. Ethics	11	1.54	.52	46%	55%
14. Cultural Diversity	11	1.27	.46	73%	27%

V. B. 2 Other general comments were:

Question 22. If your answer to the previous question was No, in what areas do you perceive a lack of preparation? Please Comment

Main Themes:

- Finance
- Stronger focus on Accounting and Stat's

All Comments:

- Stat's and Finance would have been beneficial
- Accounting, would have liked a stronger focus
- Finance

Question 23. Would you recommend the IB&L program to a friend or family member? If not, why not?

Main Themes:

- Lack of support from peers

All Comments:

- Lack of supportive group or society similar to what accounting majors have; peer support would have been beneficial.

Question 27. Overall, have the knowledge you acquired and the experiences you had as a result of your involvement in the IB&L program been helpful to you, directly and indirectly, in your personal and/or professional life? Please comment.

Main Themes:

- Understand the Global World
- View of politics has changed
- Traveling abroad
- Understanding other cultures
- Program is beneficial

All Comments:

- It has helped me to understand better different cultures, through customs and educated me about global affairs.
- I had a chance to travel to South America during January Term along with taking International Business courses during my time at ULV. These were the major reasons I was given the opportunity I have with my current employer.
- Aspects of program still beneficial
- This will be a very high demand, competitive major. I already see it.

- I think students should study abroad and that it should be a requirement.
- My general view of the world, politics, and other cultures changed for the better as a result of my involvement in the program. My world grew exponentially, a fact that has proven extremely instrumental in all areas of my life.
- I also studied abroad in Germany for 1 year and that was the most important experience that prepared me for the future.

Question 31. Please indicate what you consider to be the strengths and/or most valuable elements of your program.

Main Themes:

- Faculty
- Wide range of knowledge
- Cultural Knowledge that was obtained
- Global view
- Peers

All comments:

- Ratio of students to professors/intimate setting
- Knowledgeable Staff
- The classes with full time faculty were great. Enjoyed faculty experiences and knowledge. The projects were fun and helpful. Hands on experience were also great.
- The courses related to international studies helped me prepare for doing business abroad
- The faculty and networks available. International relations course. Spanish courses. Economics. Career success was an excellent course.
- I think that expanding my knowledge beyond borders was invaluable. I have a more global view and outlook on the world.
- We were able to learn how to deal with other cultures and their ways of doing business.
- Cultural Aspects
- International culture knowledge and business conduct
- A significant strength of the program was the breadth of knowledge we acquired.
- Conversational German, International economics
- Languages in Business

Question 32: Please indicate what you consider to be the weaknesses and/or least valuable elements of your program.

Main Themes:

- Better Classes about business
- More Trips
- More Activities
- Not repeat classes too much

All Comments:

- Strategic thinking for business/economics. I could have been better prepared
- Accounting (I think It should be replicated with statistics or finance classes)
- No finance classes
- There should be more business classes in the curriculum. Such as finance and international finance.
- Repetitive courses of management/marketing and international very similar and the new concepts could probably be combined in one, allowing 2 more semesters of a different course.
- The faculty was new and did not know or understand the class a lot. More business international trips.
- Lack of outside extracurricular activity affiliated with IB&L. No promoting or clear vision of after receiving degree from IB &L.

Question 33. If you can recall, which course(s) did you find to be the most valuable?

Main Themes:

- Business Classes
- Language courses
- International Marketing
- Economics

All Comments:

- Marketing. Classes that dealt with history of countries and its cultures.
- I love international economics and marketing. International economics, international relations, and Spanish classes
- Economics
- Anything involving cultural, historical, and political studies and the study abroad opportunities as well. International management and international marketing
- international Marketing
- Business Seminar
- Economics and management class
- All the business classes
- I didn't view any one class in the program as more valuable than the others. They all complimented one another and served their own purpose.
- Political Science courses
- Economics courses
- All French and business classes

Question 36. Please provide any general comments you would like to make:

Main Themes:

- More emphasis on marketing classes
- More business classes should be added
- More opportunities in other countries

- More cultural classes

All Comments:

- There needs to be more of an emphasis on not only political science and marketing courses but more strategic marketing business classes and why decisions are made in businesses. Also ethics courses for business would be beneficial.
- I think there should be more cultural classes required as well as finance for the business seminar class.
- More business classes should be added to the program. I truly enjoyed my experience with the IB&L program at ULV.
- I believe it's important for the student to have an understanding of academic advising. It's not entirely the advisors job to have class's outlines for the student. The students need to do their fair share of work as well.
- I think I was one of the first to take the IB&L program. I'm sure there has been many changes then so I would be difficult for me to comment
- More programs to countries, offer more languages, trips and lectures related to the program, and work with international students.

V.B.3 Demographic Results

. An analysis of demographic data arising from other parts of the survey is shown in Table V.2 in Appendix C. In summation:

- Language specialties were Spanish 54.5%, French 36.4%, and German 9.1%
- 90.9% of respondents entered La Verne as freshmen
- 63.6% of graduates were Hispanic.
- 60% of graduates were female.
- 44.4% of graduates rated the program as excellent, 55,5% rated it good
- 44.4% of graduates rated the program as excellent as preparation for graduate study., 55,5% rated it good
- 36.4 % of graduates pursued an advanced degree.

V. C *Modern Languages Senior Exit Survey*

. Five of the eight surveys distributed were returned. Because of the small sample size, a quantitative assessment of a sample was not performed; nevertheless, the ratings and comments from all five surveys are noted in the present program review.

All Senior Exit Survey respondents indicated that they had "some basic" or "good" knowledge of the language upon entering ULV, but that they saw "much improvement" in their skills as a result of the courses they took in their respective language program. One student commented: "I felt that each class each day served a purpose and helped me acquire the language." Additionally, all respondents noted that they expect to use their foreign language skills in their future professions "on a daily or weekly basis," or, at a minimum, "occasionally." Four of the five

respondents rated the program as “Excellent” at fostering competency in literary and cultural analysis; one as “Good.” students rated the program as “Good” or “Excellent” with respect to its presentation of cultural diversity. When we inquired as to the program’s strengths, one senior wrote: “The incorporation of culture was particularly strong. We learned not only about language but also the people who speak it. In this way I believe culture was a primary focus of this program.” Several seniors chose the Civilization and Culture classes as among those that they found to be the most rewarding courses in the program. The results of this effort were rather successful in evaluating the extent to which the IB&L program meets program objectives one through four.

V. D. Modern Languages Alumni Survey

The majority of alumni continue to use their foreign language skills. 58% of respondents indicated that they use the foreign language at work on a daily or weekly basis; 17%, on an occasional basis; and 25%, rarely. 50% of respondents use their foreign language skills outside of work on a daily or weekly basis; 42%, on an occasional basis; and 8%, rarely. 100% of respondents rated their program as “good” or “excellent” at fostering oral communication skills. 100% of respondents rated their language program as “Good” or “Excellent” in terms of cultural enrichment; 83% described their program’s ability to foment cultural and historical knowledge as “Good” or “Excellent,” while 92% ranked their program as “Good” or “Excellent” in its efforts to make them more aware of issues of cultural diversity. Respondents to the Language Student Survey most appreciated that classes were conducted primarily in the target language; that they felt comfortable using the language; and that a variety of learning styles were addressed. The results of this effort were even more successful in evaluating the extent to which the IB&L program meets program objectives one through four.

V. E Language Course Evaluation

A content analysis was performed based on the course evaluations from ninety-five courses offered by our language programs between Fall 2004 and Spring 2006. See *Appendix J* for the complete analysis. This effort supplies information needed for the assessment of the program’s utility in meeting Objectives 1, 2, 3, and 4.

. The numbers of courses from each language area were as follows:

53 Spanish lower division courses
16 Spanish upper division courses

9 French lower division courses
4 French upper division courses

7 Japanese lower division courses
1 Japanese upper division course

4 German lower division courses

1 German upper division course

The number of respondents in each course varied from 1 to 17. Depending on the number of respondents, 1 or 3 responses were randomly selected from each of the open-ended questions from each course. Altogether 643 separate thematic comments and observations were identified, which were then grouped into positive and negative categories about the course itself and about the attributes of the instructor. The content analysis did not disaggregate the different language areas. The frequencies and percentages of the different themes are summarized in accompanying tables. The information in each table includes percentages within the category.

Summary of Findings for the Language Course Evaluation

Overall, 77% of the 643 thematic comments and observations expressed positive experiences with the courses and professor, and 23% expressed negative experiences (Table J.1). In addition, 28% of the total responses attributed the professor's personality traits such as passionate, helpful, positive, caring, clear, organized, and knowledgeable to course satisfaction. The most positive characteristics regarding the course content and atmosphere (21% of total responses) included extensiveness, applicability, and cultural content as well as "a comfortable, fun, and interactive" learning environment in which a wide variety of teaching techniques were used.

When asked how the course or teaching attributes could be improved, one fifth of the responses indicated, "Change nothing". Also, 11% of the responses suggested increase professor clarity and professor expectations regarding the understanding of course assignments, tests, deadlines as well as slow down teaching pace. This instrument was very useful in determination of the extent to which the program satisfies learning objectives 1, 2, and 3.

V.D Language Survey

Surveys were distributed to students in all language courses toward the close of the Fall 2006 and Spring 2007 semesters. Appendix D includes a copy of the Language Student Survey and tables that detail the statistical analysis of the same. The survey asked students to rate the success of their course(s) in terms of promoting linguistic competency and fluency in the target language, improving general linguistic and critical thinking skills, and disseminating knowledge about and fostering appreciation of different cultures. Students were asked to make brief recommendations for improvement of course content and the program in general. This instrument contains information contributing to the program's ability to meet Objectives 1, 2, and 4.

On a 4-point Likert scale (with 4 = strongly agree), the mean rating for improvement that students experienced with regard to their speaking skills in the target language was 3.28, with oral comprehension ranked at 3.33. The mean rating for overall fluency was 3.25. Students recognized as program strengths the fact that they were made to feel comfortable using the target language, and that courses were conducted primarily in that language. We asked students to identify the areas in which they would like to see more emphasis placed; with a mean rating of 3.10, students indicated that they would favor more oral practice.

V. E. Language Writing Sample.

We applied a writing assessment rubric (*Appendix M*, Rubric #1) to a sample of twenty essays produced by upper-level students from three 300+ level Spanish courses. The sample revealed that, from a linguistic standpoint, students are writing at levels that are appropriate to their respective year in the program and/or background in and experience with the target language. In terms of mechanics (orthography, accentuation, punctuation), student compositions averaged 2.4 on a 5-point scale. Vocabulary and grammar were considerably higher and both ranked in the “Good” range (averaging 15.6/20 points and 17.5/20 points, respectively). Most students appear to struggle somewhat with issues of thesis (20.1/30 pts.) and organization (12.6/20 pts.). Writing tasks in the intermediate- and upper-level language courses always include a revision process; typically, students’ writing performance greatly improves with each subsequent draft. Among majors in upper-division courses, we do not perceive there to be a great divide between the writing level of non-heritage speakers and heritage speakers, although the types of problems and errors between the two populations are certainly discrete.

WRT 111 (formerly ENG 111) is a pre-requisite for our 200-level courses and above; however, most students take our most writing-intensive courses one or more years after completing the freshmen composition sequence. The adoption of a university-required writing course in the junior year would likely assist many of our students as they take on more challenging writing assignments in upper-division coursework.

In summary, self-report indicators and direct performance measures reveal that students are acquiring a good foundation in written communication skills in the target language, creating a variety of texts, and effectively employing a variety of rhetorical modes and strategies.

V.F Course Outline/ Syllabus Evaluation

Syllabi corresponding to all language program courses were reviewed. *Appendix O* indicates principle areas of knowledge and competency and the degree to which these areas were covered according to the goals and learning outcomes articulated in each syllabus. Table 1 of Appendix O relates relevant language course offerings to program goals.

In the area of culture, program objectives are met through ANTH 330, Cultural Anthropology where the goal is accommodate Learning Objective #4. It includes how societies are situated in the reality of globalization and the ways in which they have gotten there through patterns of colonization, migration, cultural diffusion, syncretism and acculturation.

The syllabus analysis indicated that every anthropology class is centrally concerned with these issues. ANTH 250 (Issues in Anthropology), 330 (Cultural Anthropology), 331 (Culture and the Individual), 333 (Women Across Cultures), 334 (Women, Culture and Society), and 340 (Language and Culture) are particularly focused on this goal, each focusing on an aspect of what it means to be human and how we go about studying individuals in cultural and historical context.

Learning Outcome #4 also demands an understanding of political structures in an international context as a prerequisite to conducting business in the international arena.. An evaluation of the course contents of the three courses presently included in the IB&L curriculum revealed the following information: The syllabus analysis indicated that the Department's courses have adopted a comparative international or cross-cultural perspective. The exit exam was not designed to test competence with respect to this outcome. SWOT analysis indicated faculty satisfaction with the breadth of courses offered in Political Science. However, one of the challenges referred to a lack of coverage of Latin America, Middle East, Asia and Africa.

In summary, the breadth and character of courses in the department reflect attention to a comparative international or cross-cultural perspective. However, more data must be collected to determine whether students are acquiring this perspective and whether they are satisfied with their exposure to this perspective.

In the effort to relate the required core courses and some of the commonly chosen electives to the program goals Table V.1 was created. (See following page.)

Table V.1 Program Goals and Learning Objectives Covered in Course Outcomes/Syllabi							
Course No.	Title	Goal					
		1	2	3	4	5	6
		Spoken Language	Written Language	Commercial Language	Cultural Awareness	Business Integration	Business Communications
Anth 330	Cultural Anthropology				X		
Lang. 210	Intermediate Language I	X	X				
Lang. 211	Intermediate Language II	X	X				
Lang. 320	Civilizations & Cultures I	X	X		X		
Lang. 321	Civilizations & Cultures II	X	X		X		
Lang. 420	Commercial Language	X	X	X	X		
Acct 201	Fundamentals of Accounting I					X	
Bus 360	Principles of Marketing					X	X
Bus 466	International Marketing				X	X	X
Bus 496	Business Seminar					X	X
Econ 220	Economics Analysis I					X	X
Econ 324	Comparative Economic Systems					X	X
Econ 325	International Economics				X	X	X
Mgmt 300	Principles of Management					X	X
Mgmt 451	International Management				X	X	X
Plsc 351	International Relations				X		

In Summary

The findings reported in this section (Section V) indicate that Objectives 1 and 2 are clearly being met using Learning Outcomes and rubrics already in place. Objectives 3 and 4 are being achieved but the Learning Outcomes and necessary rubrics although not clearly being applied can be with little or no change to the present courses. The means are in place to demonstrate compliance with Learning Objectives 5 and 6 but the definition of the common Learning Outcomes and subsequent rubric definition await the completion of the program review of the BS in Business Administration

VI. Recommendations for Actions

VI. A. Language Component

1. Create standardized rubrics for oral and written assessment of language competency.
2. Investigate alternative oral assessment modes, such as software or Internet-based tools.
3. Consider adding an oral assessment component to graduation requirements for language majors, such as an oral presentation/defense of the senior project before a committee and/or fellow majors.
4. Revise course outlines to reflect the current syllabi, course objectives and learning outcomes, and ensure that course goals, expectations, and policies are clearly communicated to students.

VI. B. Business Component

5. Eliminate course overlap as much as possible.
6. Investigate making BUS 330, Business Finance, available to IB&L majors.
7. Investigate using BUS 270, Business Statistics, as meeting general education requirements.
8. Employ the simulated and iterated business formation and management process in BUS 496, Business Seminar, as an indicator that Learning Outcome #6 has been achieved.
9. Use the teaming and problem solving presentation process in BUS 360 as an indication that Learning Outcome #5 has been achieved.

VI. C. Program Component

10. Investigate alternate study abroad options.
11. Investigate the addition of Mandarin as a language option.
12. Develop a scheme such as a portfolio system for demonstrating that each graduating student has achieved the program objectives. The portfolio would include writing samples and work that shows the integration of the various components of this complex program.
13. Investigate addition of an internship requirement.

14. Change the prerequisite requirement for ECON 220, Economics Analysis to ECON 328, Economic Theory and Issues.
15. Change the requirement for REL 300, Religions West or REL 305, Religions East to ANTH 330, Cultural Anthropology.
16. Revise course outlines to reflect the current course objectives and learning outcomes, and ensure that course goals, expectations, and policies can be clearly communicated to students
17. Assure that all course syllabi comply with the requirements of the course outlines.
18. Assure that all courses are in compliance with the syllabus approved for the course.

VI. D. Economic, Cultural, and Political Components

19. Create learning outcomes and rubrics necessary to demonstrate that students have achieved program Learning Objective #4 in each of these areas.