



## ANNUAL PROGRAM REPORT

Academic Program	International Business and Logistics
Reporting for Academic Year	AY 2020-21
Department Chair	Steve Browne
Date Submitted	February 15, 2022
<b>*Forms are submitted in fall term following the academic year under review</b>	

### 1. SELF-STUDY (about 1 page)

#### A. Planning Goals

Our last comprehensive review was completed in January 2020 in preparation for our application for reaffirmation of accreditation by the IACBE. The self-study identified the following goals:

1. Find an alternative to the Peregrine exit exam
2. Create a single, truly integrative capstone project that will allow for assessment of most of the business core
3. Strengthen students' knowledge and exposure to the maritime industry
4. Strengthen logistics and supply chain-related course options.

#### B. Planning Goals Progress

Progress towards goals during AY 2020-21

1. In Spring 2021, IBL seniors took both the Peregrine exit exam and the CSUs Business Assessment Test (BAT). The comparison institutions in the BAT seems to be a better fit for Cal Maritime. The department has yet to decide whether to administer both exams in 2022.
2. No progress to date.
3. The IBL curriculum was revised in AY 2020-21. This revision was approved by the Curriculum Committee in Spring 2021 and went into effect for students entering in Fall 2021. Students now choose between two concentrations: International Maritime Business (IMB) and International Supply Chain (ISC). New IMB courses include Port and Terminal Operations (MGT 310), Admiralty Law (LAW 315), Marine Insurance (MGT 435) and Maritime Innovation (MGT 445). In addition, students in both concentrations take 6 units as free electives which enables ISC students to take some of the IMB courses if they choose.

4. As mentioned, the ISC concentration was approved in Spring 2021. New ISC courses include Procurement & Negotiations (MGT 355), Inventory & Material Handling (MGT 360), Quality Management (MGT 425) and International Supply Chain (MGT 430). In addition, students in both concentrations take 6 units as free electives which enables IMB students to take some of the ISC courses if they choose.

### **C. Program Changes and Needs**

As reported in the previous section, the IBL curriculum underwent a significant redesign in AY 2020-21. These changes were approved by the Curriculum Committee and took effect in Fall 2021.

To strengthen our program and differentiate ourselves from our competitors we have implemented a number of measures including:

1. Revitalizing our curriculum by offering the International Maritime Business and International Supply Chain concentrations
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
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.

The primary concern in the department is declining enrollment. Enrollment declines have affected colleges and business programs across the nation and Cal Maritime is no exception. The department hopes to work closely with the incoming AVP of Enrollment Management to develop strategies to increase incoming freshmen and transfer students.

## **SUMMARY OF ASSESSMENT (About 1 page)**

### **A. Program Student Learning Outcomes**

PLO 1 Students will demonstrate knowledge of foundational core of business

PLO 2 Students will demonstrate teamwork and leadership skills

PLO 3 Students will demonstrate effective professional communication skills

PLO 4 Students will apply relevant quantitative methods and tools to make business decisions

PLO 5 Students will be able to evaluate and use information resources appropriately to make business decisions

PLO 6 Students will develop the intercultural competencies necessary to conduct business in a global context

### **B. Program Student Learning Outcome(s) Assessed**

PLO 1 was assessed in AY 2020-21

### **C. Summary of Assessment Process**

PLO 1 is assessed by means of two exit exams, the Peregrine exam and the CSUs Business Assessment Test (BAT). Our assessment target is that at least 70% of our students would score an average of 40% or better on the exams.

### **D. Summary of Assessment Results**

#### 1. Summary of Results for Peregrine Exit Exam

- 11 of 18 students (61%) scored over 40% on the exams. This was below the 70% target.
- The average score of those who took the exam was 51.1%. This is above the 40% target, yet it was significantly below the comparison institutions (IACBE institutions, public universities and WASC universities).
- Scores were above 40% in 16 of 17 categories. Quantitative Research Techniques and Statistics returned the lowest score at 37.7%.
- The highest average score, 75.6%, was in Human Resources Management. Cal Maritime's results were significantly higher than comparison institutions.
- Cal Maritime students' average scores were lower than comparison institutions in 15 of 17 categories.

#### 2. Summary of Results for Business Assessment Test (BAT)

- The average score of those who took the exam was 50.26%. This is slightly above the comparison institutions (CSU Business programs).
- 82.1% of students scored higher than 40% on the exam.
- The average score was above 40% for every subject.
- Cal Maritime's students performed better than comparison institutions in 6 of 11 subjects.

- Our students scored highest on Ethics (77.04%) and International Business (70.37%) and lowest on Business Law (47.41%) and Information Systems (47.78%).

### **3. STATISTICAL DATA**

<b><i>Program</i></b>	Fall 2020
<b><i>A. Students</i></b>	
1. Undergraduate	172
2. Postbaccalaureate	0
<b><i>B. Degrees Awarded</i></b>	
	41
<b><i>C. Faculty</i></b>	
<b>Tenured/Track Headcount</b>	
1. Full-Time	5
2. Part-Time	0
3a. Total Tenure Track	5
3b. % Tenure Track	71.4%
<b>Lecturer Headcount</b>	
4. Full-Time	1
5. Part-Time	1
6a. Total Non-Tenure Track	2
6b. % Non-Tenure Track	28.6%
7. Grand Total All Faculty	
<b>Instructional FTE Faculty (FTEF)</b>	
8. Tenured/Track FTEF	4.0
9. Lecturer FTEF	1.56
10. Total Instructional FTEF	5.56
<b>Lecturer Teaching</b>	
11a. FTES Taught by Tenure/Track	66.7
11b. % of FTES Taught by Tenure/Track	67.0%
12a. FTES Taught by Lecturer	32.8
12b. % of FTES Taught by Lecturer	33.0%
13. Total FTES taught	99.5
14. Total SCU taught	1,492
<b><i>D. Student Faculty Ratios</i></b>	
1. Tenured/Track	16.3
2. Lecturer	20.5
3. SFR By Level (All Faculty)	17.8
4. Lower Division	14.1
5. Upper Division	21.9
<b><i>E. Section Size</i></b>	
1. Number of Sections (non-laboratory courses) Offered	24
2. Number of Labs Offered (if any)	0
3. Average Section Size	21.1
4. Average Section Size for LD	16.3
5. Average Section Size for UD	26.8

6. LD Section taught by Tenured/Track	8
7. UD Section taught by Tenured/Track	8
8. GD Section taught by Tenured/Track	0
9. LD Section taught by Lecturer	5
10. UD Section taught by Lecturer	3

