

BSBA AY 2015-2016 Assessment

Phase 1: Assessment Plan

Learning Outcome assessed:

BSBA Learning Outcome 13: Diversity and Integration

Appreciate diversity and integrate cultural, economic, political, historical, geographic, and environmental perspectives in decision-making.

Assessment Method:

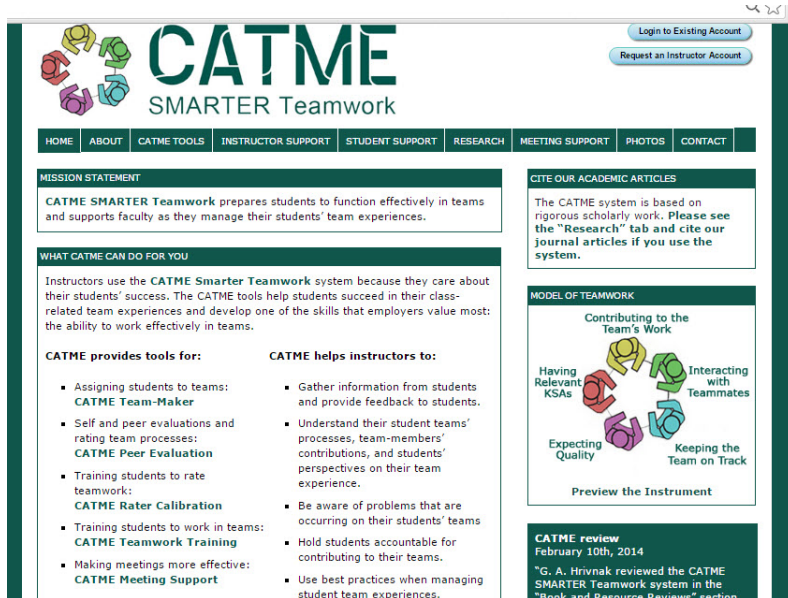
CATME Team-Maker data from BUS 308

Targeted performance, based on rubrics:

80% of the students should meet or exceed expectations on the rubric's criterium assessing this learning outcome. The criterium is simply that students have been assigned to ethnically diverse teams.

Evaluation Process:

Students were placed into three separate teams (sequentially) during the semester. The students worked on three case analyses (first team), a pair of process analysis simulations (second team), and a pair of supply chain simulations (third team). The teams had to answer questions about foundational concepts, develop strategies for and understand the simulations, and play the simulations. They also had to create six reports (two per team).



The teams are created using CATME (<http://info.catme.org>) which was developed from a pair of NSF grants. More information on the formation of the instrument may be found at: <http://info.catme.org/about/who-are-we/>

As part of the Team-Maker process, the BUS 308 course utilized 14 parameters to assign students to teams (there are more parameters if the instructor chooses to use them). The weight assigned to each parameter can be adjusted by the instructor. Here is a screen shot for the parameters for one of the Spring 2016 sections of the course:

CATME Team-Maker

Choose Parameters Cancel View Teams/Data Make New Teams

Activity	Class	Term	Format	Instr	School
Biographical Data	308-09_Spring_2016	Spring 2016	Lecture	Morris	University of San Francisco
Select team size: Maximum team size 4					
Gender	<input checked="" type="radio"/> Distribute <input type="radio"/> Ignore <input type="radio"/> Don't Outnumber		Female (18)	51%	
			Male (17)	48%	
Race	<input checked="" type="radio"/> Distribute <input type="radio"/> Ignore <input type="radio"/> Don't Outnumber		Asian (20)	57%	
			White (8)	22%	
			Other (5)	14%	
			Black (1)	2%	
			Hispanic (1)	2%	
GPA	<input checked="" type="radio"/> Group Dissimilar <input type="radio"/> Ignore <input type="radio"/> Group Similar		Above 3.66 (7)	20%	
			2.67 - 3.66 (25)	71%	
			1.67 - 2.66 (3)	8%	
			0.67 - 1.66 ()	0%	
			Below 0.67 ()	0%	
	<input type="radio"/> Ignore <input checked="" type="radio"/> Group Similar		OK (14)	40%	
			Prefer (2)	5%	
Commute	<input checked="" type="radio"/> Group Dissimilar <input type="radio"/> Ignore <input type="radio"/> Group Similar		On-Campus (2)	5%	
			15min (12)	34%	
			30min (14)	40%	
			Longer (7)	20%	
On-Campus Job	<input checked="" type="radio"/> Group Dissimilar <input type="radio"/> Ignore <input type="radio"/> Group Similar		Less than 10 (29)	82%	
			10 - 20 (4)	11%	
			20 - 40 ()	0%	
			More than 40 ()	0%	
Off-Campus Job	<input checked="" type="radio"/> Group Dissimilar <input type="radio"/> Ignore <input type="radio"/> Group Similar		Less than 10 (16)	45%	
			10 - 20 (10)	28%	
			20 - 40 ()	0%	
			More than 40 (1)	2%	
Writing Skills	<input checked="" type="radio"/> Group Dissimilar <input type="radio"/> Ignore <input type="radio"/> Group Similar		None (3)	8%	
			Basic (2)	5%	
			Average (9)	25%	
			Good (19)	54%	
			Expert (2)	5%	
Commitment Level	<input checked="" type="radio"/> Group Dissimilar <input type="radio"/> Ignore <input type="radio"/> Group Similar		2-4 hours per week (16)	45%	
			5-7 hours per week (8)	22%	
			8-10 hours per week (3)	8%	
			Whatever it takes (8)	22%	
Leadership Role	<input checked="" type="radio"/> Group Dissimilar <input type="radio"/> Ignore <input type="radio"/> Group Similar		Follower (5)	14%	
			Pref Following (9)	25%	
			Balanced (14)	40%	
			Pref Leading (7)	20%	
Leadership Preference	<input checked="" type="radio"/> Group Dissimilar <input type="radio"/> Ignore <input type="radio"/> Group Similar		Single Leader (5)	14%	
			One Leader w/ Input (6)	17%	
			Shared Leadership (24)	68%	
Big Picture/Detail-Oriented	<input checked="" type="radio"/> Group Dissimilar <input type="radio"/> Ignore <input type="radio"/> Group Similar		Visionary (2)	5%	
			Prefers Ideas (7)	20%	
			Balanced (16)	45%	
			Prefers Detail (9)	25%	
			Details (1)	2%	

One aspect of the Team-Maker process is the ability to integrate teams based on ethnicity and gender. The teams in BUS 308 were integrated based on ethnicity.

Rubrics:

No rubric provided.

Courses where learning outcome was assessed:

BUS 308 Systems in Organizations and BUS 304 Management and Organizational

Evaluator(s):

Stephen Morris

Phase 2: Results Assessment and Planned Action

Results:

Target Met. CATME data supports that whenever possible, students were placed in ethnically diverse teams. Here is a sample of the data:

	Sex	Race	
sfca.edu	Male	Asian	
usfca.edu	Female	Hispanic	
magel@usfca.edu	Female	White	
@usfca.edu	Male	Asian	
	4.00	-0.75	
ida5@usfca.edu	Male	Hispanic	
ing@usfca.edu	Female	Asian	
@usfca.edu	Female	Hispanic	
usfca.edu	Male	Asian	
	4.00	2.25	
usfca.edu	Female	Asian	
@usfca.edu	Male	Asian	
n@usfca.edu	Male	White	
z3@usfca.edu	Female	Hispanic	
	4.00	2.25	
@usfca.edu	Female	Asian	
@usfca.edu	Female	Asian	
r@usfca.edu	Male	Hispanic	

Suggested Action:

As worded, it is virtually impossible to assess BSBA Learning Outcome #11. Not only does the learning outcome include multiple areas (cultural, economic, political, historical, geographic, and environmental) which would be almost impossible to assess in a single assignment (or even multiple assignments), but the word “appreciate” is not operational. The learning outcome should be rewritten.

The new learning outcome should probably be rewritten with AACSB standards as reference - 9.1.5. Interpersonal relations and teamwork (able to work effectively with others and in team environments); 9.1.6. Diverse and multicultural work environments (able to work effectively in diverse environments) - as well as the relevant USF Institutional learning outcome (The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice.)

The CATME system has a remarkable peer evaluation tool. It can be used to measure AACSB standard 9.1.5 Interpersonal relations and teamwork (able to work effectively with others and in team environments). If the BSBA program decides to incorporate this standard into a learning outcome, it is highly recommended that the school adopt as a standard the peer evaluation tool in CATME.

Closing the Loop: