**BSBA AY 2015-2016 Assessment**

***Phase 1: Assessment Plan***

**Learning Outcome assessed:**

**BSBA Learning Outcome 11: Diversity and Integration**Appreciate diversity and integrate cultural, economic, political, historical, geographic, and environmental perspectives in decision-making.

**Assessment Method:**

Final Project Elevator Pitch Presentation in BSBA Capstone Course BUS 406

**Targeted performance, based on rubrics:**

80% meet expectations

**Evaluation Process:**

Final presentations were scored by a team of evaluators using a 4 point rubric. Teams were evaluated on three areas as detailed in the rubric below.

**Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator of Effective Content** | **Levels of Achievement** | | | |
| Beginning | Developing | Competent | Accomplished |
| **Diversity Awareness** | Team expresses attitudes and beliefs about target market/users from a one-sided view that is indifferent or resistant to how their product/service leverages the diversity of the target community and culture. | Team exhibits general awareness about the need to tailor attitudes and beliefs associated with their product/services to meet needs of the target market/user. | Team articulates how its perspectives about the target ,market/users was tailored by their market research and/or how market research has influenced their planned target marketing strategies. | Team displays a sophisticated analysis of its target market/users and provides specific examples of its market research and how it has influenced their planned target market/user strategies |
| **Factual Diversity/ Inclusion Knowledge** | Team uses some terminology surrounding the diversity of their target market but does not demonstrate and awareness of societal or cultural influences on those perspectives. | Team identifies some elements of the perspectives of a specific social group and provides some explanation of how culture and society influenced those perspectives in their marketing approach. | Team explains important aspects of the perspectives of a specific social group and discusses of how culture and society influenced those perspectives in their marketing approach. | Team provides detailed perspectives of a specific social group and provides comprehensively discusses how culture and society influenced those perspectives in their marketing approach. |
| **Diversity/ Inclusion Practice** | Team fails to discuss any marketing or other practices related to the diversity within their target market OR diversity in their planned overall marketing strategies. | Team hints at general marketing or other practices related to the diversity within their target market OR diversity in their planned overall marketing strategies. | Team discusses some general marketing or other practices related to the diversity within their target market OR diversity in their planned overall marketing strategies. | Team discusses specific marketing or other practices related to the diversity within their target market OR diversity in their planned overall marketing strategies. |

**Course where learning outcome was assessed:**

BSBA Capstone Course BUS 406 s2

**Evaluator(s):** Two external evaluators from the Arts & Sciences Rhetoric Department.

***Phase 2: Results Assessment and Planned Action***

**Results:**

**BUS 406 Diversity/Inclusion Rubric Results**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Number of students achieving target | | |  |  |  |  |
| Categories: | Exceeds Expectations | Meets Expectations | Below Expectations | Novice |  | % Students Meeting or Exceeding Expectations |
| = 4 | 3 - 4 | 2 - 3 | < 2 |  |
| Diversity Awareness | 5 | 24 | 10 | 0 |  | 74% |
| Factual Diversity/ Inclusion Knowledge | 5 | 26 | 8 | 0 |  | 79% |
| Diversity/ Inclusion Practice | 10 | 23 | 6 | 0 |  | 85% |
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**Suggested Action:**

Refine the rubric to better address the diversity portion of the outcome.

***Phase 3: Closing the Loop***

*To be filed the year after the results assessment.*

**Change Assessment**  
Discuss how the actions taken in Phase 2 were assessed, and the results of that assessment