***CBA Assessment of Learning Goal 3***

***(Final Cumulative Report for 2013 - 2014)***

Globalization and Diversity

PART 1 - Assessment Overview for Fall 2013 – Spring 2014

Learning Goal # 3:

Students completing the BSBA program will understand the impact of globalization and diversity in the business environment.

Corresponding Objectives:

Objective B: Students will demonstrate an understanding of cultural and diversity issues.

Assessment Context (F ’13 – S’14):

In order to assess Objective B of Learning Goal # 3, a ten-item quiz was developed during the Fall 2013. The items included seven multiple choice and three true or false questions. Items in the quiz were designed to measure students’ understanding of basic concepts related to diversity and multiculturalism in organizations. The quiz was administered online via Blackboard. Question 5 of the quiz was substituted with another during the Spring 2014. An explanation for the substitution is provided later in this assessment.

Data was collected from four sections of MHR 318 (Organizational Behavior) during the Fall 2013 quarter and from another four sections of MHR 318 during the Spring 2014 quarter. The number of students in the eight sections was two hundred and eighty three (283), 161 students during the Fall 2013 and 122 during the Spring 2014. MHR 318 was selected as the appropriate venue for this assessment because all College of Business Administration (CBA) students are required to take the course regardless of their major. To ensure that students took this assessment seriously and responded to the best of their abilities, they were rewarded with some form of credit as an incentive. Specifically, students were either required to answer the quiz as a part of an exam or were provided extra-credit for the same. A copy of the quiz used along with the correct answers is attached as Appendix I.

Cumulative Assessment Matrix (F ’13 – S’14):

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| Cumulative Assessment Matrix (F ’13 – S’14) |
| Year / Quarter | Course and Number of Sections | Total # of students | ALCI benchmarks | Results (e.g., overall %) |
| Fall 2013 | MHR 318 (4 sections) | 161 | “Hurdle rate” – 70%;% of students above “hurdle rate” – 70% |  77 %83% |
| Spring 2014 | MHR 318 (4 sections) | 122 | “Hurdle rate” – 70%;% of students above “hurdle rate” – 70% | 89%94% |
| TOTALS | 8 sections of MHR 318 | 283 | “hurdle” 70% and 70% above the “hurdle”) | 83%88% |

Cumulative Assessment Summary (F’13 – S’14):

1) Specify in detail key curriculum improvement recommendations [a.k.a. “closing the loop” recommendations] to the Department (via ALCI) during the assessment cycle (F ’09 – S ’14)

Fall 2013 Recommendations:

1. Another assessment should be made during the Spring 2014 quarter.

2. Based on the results of the Fall 2013 assessment (please read report), it was recommended to the CBA to standardize the instruction of some simple elements of diversity training in MHR 318 following these objectives:

a. Understand the importance of diversity as a business necessity.

b. Understand basic elements of diversity training such as similarity and differences, difference is not deficiency, difference between ethnicity and race, and social and organizational hierarchies based on human diversity.

 To address these issues, the following suggestions were made:

1. Have students read the following article:

Bourne, K.A. (2009) The inclusion breakthrough: unleashing the real power of diversity. In *Understanding and managing diversity: readings, cases and exercises*, C.P. Harvey & M.J. Allard (eds.). Pearson-Prentice Hall: Upper Saddle, NJ.

And/or

2. Watch and discuss the following videos available via Lynda.com:

a. Video: “Appreciating diversity”

<http://www.lynda.com/Business-Business-Skills-tutorials/Appreciating-diversity/124087/144456-4.html>

b. Video: “Harnessing Diversity”

<http://www.lynda.com/course-tutorials/Harnessing-diversity/149835/151628-4.html>

Spring 2014 Recommendations:

The recommendations presented during the Fall 2013 assessment proved to be highly efficacious at helping students achieve Objective B of Learning Goal 3. Therefore, it was recommended that the implementation should be continued.

2) Specify in detail the curriculum improvements IMPLEMENTED by the department during the assessment cycle (F ’13 – S ‘14)

 The results of the Fall 2013 assessment were presented to the faculty of the MHR Department on April 9, 2014. During the discussion, it was agreed that the 77% average score was a very strong one, which met and exceeded the 70% benchmark established by the CBA. Moreover, 83% of the students met or exceeded the 70% hurdle. However, in order to improve on the already strong results, the faculty agreed to use the resources identified above (Question 1 here) on a voluntary basis. An e-mail was sent on April 14, 2014 to all faculty members of the MHR Department that included the resources presented here.

These recommendations were put to test during the Spring 2014 quarter on an exploratory basis. Specifically, four sections of MHR 318 observed the video “Appreciating Diversity” available via Lynda.com before taking the assessment. As can be seen in the assessment for the Spring 2014, students’ scores increased significantly, with an average score of 89%. Clearly, the intervention was effective at closing the loop and increasing students’ awareness of issues of globalization and diversity.

Lastly, faculty also recommended that Question 5 be substituted; this is the reason for the two versions of Question 5 in the quiz (please read the Spring 2014 report for a full explanation). In short, the objective being measured by the original Question 5 was not something that students taking MHR 318 were taught. Therefore, it was not reasonable to expect that students could answer that question correctly.

3) Specify in detail the curriculum improvements UNDER THE CONSIDERATION in the department during the assessment cycle (F ’13 – S’14) for a possible implementation in the next assessment cycle

The MHR Department will discuss the possible inclusion of the resources identified here in a future MHR 318 Expanded Course Outline (ECO). This is particularly important as we re-assess the MHR curriculum during the semester transition.

PART 2 - Cumulative Assessment Results for Fall 2013 – Spring 2014

Assessment Instrument

In order to assess Objective B of Learning Goal # 3, Dr. Carlos B. Gonzalez developed a quiz consisting of ten different questions. The quiz contained seven multiple choice and three true or false questions. Items in the quiz were designed to measure students’ understanding of basic concepts related to diversity and multiculturalism in organizations. The quiz was administered via internet through the Blackboard on line platform. Please see the attachment to examine a copy of the questionnaire.

A second version of Question 5 was developed after the Fall 2013 assessment in order to incorporate feedback provided by the MHR Department and ALCI.

Table 1 presents the pedagogical objectives each question is designed to measure.

Table 1

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| Question | Question Objective  |
| 1 | Understand relevant elements of diversity and multiculturalism at the workplace |
| 2 | Understand the importance of managing diversity and multiculturalism at the workplace |
| 3 | Identify demographic changes that result in diversity and multiculturalism in the workplace |
| 4 | Identify basic concepts of multiculturalism: Ethnicity  |
| 5 (Fall 2013) | Identify basic concepts related to human diversity |
| 5 (Spring 2014) | Understand basic concepts of diversity and multiculturalism in the workplace: Religion and culture |
| 6 | Understand basic concepts of diversity and multiculturalism in the workplace: Gender discrimination |
| 7 | Identify basic characteristics of human diversity |
| 8 | Understand basic concepts of diversity and multiculturalism in the workplace: Costs  |
| 9 | Understand basic concepts of diversity and multiculturalism in the workplace: Stereotyping  |
| 10 | Understand basic concepts of diversity and multiculturalism in the workplace: Prejudice and discrimination |

Assessment Results

The two assessments of Objective B of Learning Goal # 3, show that CBA students demonstrate awareness and understanding of issues of diversity and multiculturalism. For example, during the Fall 2013, the average score of 77% was above the standard of 70% determined by the College of Business as an “acceptable performance.” Moreover, 83% of our students achieved a score of 70% or higher.

Similarly, the assessment performed during the Spring 2014 demonstrated a very high awareness and understanding of issues of diversity and multiculturalism. The average score of 89% was above the standard of 70% determined by the College of Business as an “acceptable performance.” Moreover, 94% of our students achieved a score of 70% or higher. Clearly, the improvements implemented after the Fall 2013 assessment were successful.

Summary of the cumulative assessment results

The assessments evidenced that the College of Business of Business Administration and the MHR Department have been very effective at developing awareness and understanding of issues of culture and diversity in our students.

There are many reasons for this. The most important is the inclusion of diversity as an explicit objective for MHR 318. Ever since the 1980s, with the publication of the “Workforce 2000” report by the Hudson Institute, the issue of diversity in organizations has become increasingly important. This report described for the first time the changes in the demographic composition of the US workforce. Faced with this reality the MHR Department and the CBA responded by including issues of diversity within the core knowledge that students graduating from our institution must have. The consequence of this effort can be seen in the assessments’ results, our student posses a well developed cultural and diversity intelligence.

Overall Recommendations

Based on your analysis of the cumulative assessment results for ’13 – ’14, what are your recommendations to ALCI for:

* Future curriculum improvements – Continue implementing the recommendations presented in Question 1, pages 2 and 3 of this document. Continue to include issues of diversity and multiculturalism as an important pedagogical objective for MHR 318.
* Future improvement in the process and procedures of the business core assessment – I have several recommendations:
	+ Assessment efforts should be directed by the faculty of the Department being assessed. Each academic department in the CBA has the expert knowledge necessary to assesses the achievement of their own pedagogical objectives. Therefore, they should be in charge of measuring learning objectives that follow within their discipline. If changes and suggestions are to be made to the curriculum of each department; the professional training and expertise of the assessment associate must be acknowledged by the faculty of the department being assessed.
	+ Assessment procedures should be part of the ECOs of each department. In other words, each department should be responsible for measuring the achievement of their own pedagogical goals and objectives on a regular basis. This includes the design of instruments, implementation of assessment, analysis, report writing, and more importantly, the implementation. The academic departments have the disciplinary knowledge necessary for this task. Moreover, they hold a key position to implement the assessment process. Also, this would make sure that assessment is not a stand alone process but is an integral component of the course development and review.
* Your recommendation on whether the learning goal / objectives you have assessed should be revised in the next assessment cycle. And if so, please specify a revised or new learning goal and/or revised / new objective(s)
	+ Learning Goal 3, Objective B, is an important learning objective that needs to be assessed again.
	+ I would change the current Objective B and make it more precise in terms of what elements of diversity should be measured. For example, current Objective B reads as follows: “Students will demonstrate an understanding of cultural and diversity issues.” I would change it to: “Students will demonstrate an understanding of diversity issues such as race, ethnicity, gender, culture, religion, sexual orientation, physical capabilities and disabilities, and age as they relate to the workplace.”

PART 3 – Cumulative Assessment Synopsis Fall 2013 – Spring 2014

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| Cumulative Assessment Synopsis Template and Content |
| Template | Content |
| ***Measurement of diversity and multicultural awareness:***a) Measurement instrumentb) Total # of students assessed for the 2009-2014 cyclec) Course number and the total number of sections assessedd) Year/terms of the assessment | ***Measurement of diversity and multicultural awareness:***Conceptual and analytical skills of the CBA undergraduate students were assessed as they related to issues of culture and diversity in organizations. An on-line quiz was developed for this assessment. The quiz was made available via Blackboard. 283 students took the quiz in eight sections of MHR 318 during the Fall 2013 and Spring 2014. |
| ***Assessment Results:***e) Overall average % for the ’09 – ’14 assessment cyclef) Specify whether the average value in ( e ) is at, above, or below the ALCI benchmark. If below, explain why, if possible.g) Specify the % of students (and the sample size) above the ALCI benchmark. If the % is below the college’s benchmark, explain why, if possible. | ***Assessment Results:***Students earned the average score of 83% on the quiz. The result is above the college’s benchmark of 70%. Furthermore, 88% of students earned 70% or above score on the quiz. The results demonstrate students’ proficiency in understanding issues of culture and diversity in the workplace, and their relevance when solving business problems.  |
| ***Action(s):***Specify actions that have been implemented by the department (or are currently under consideration by the department faculty) to improve student learning outcomes through curriculum change (i.e., “close the loop” curriculum enhancements)Specify enhancements (if any) to the assessment process based on the assessment results. | ***Action(s):***In the effort to further enhance student learning, Cal Poly Pomona bought and on-line tutorial platform: Lynda.com. The aim is to help students improve their understanding of issues of culture and diversity by listening to a short 5 minutes presentation.Furthermore, based on the ALCI’s recommendations, the department is considering the Lynda.com to supplement the instruction of multiculturalism and diversity instructions in all MHR 318 course sections.  |

PART 4 – Appendix for the Cumulative Assessment Results of Fall 2009 – Spring 2014

Please include the following documents in the Appendix section of the report:

1) Appendix 1, Assessment Instrument

2) Excel (and/or Word) files with your computation of the assessment results

3) Raw data (available upon request)

Appendix 1

California State Polytechnic University, Pomona

College of Business Administration

Diversity Assessment Quiz

1. Companies that search for talent among the disabled, both sexes, veterans, different ethnic and racial groups, and LGBTs (Lesbians, Gays, Bisexuals, and Transgenders) demonstrate a focus on workplace \_\_\_\_\_\_\_\_.

A) diversity

B) ethics

C) adaptability

D) uniqueness

*Answer: A*

2. Which of the following is NOT true regarding diversity in organizations:

A) The need for diversity management can be eliminated if the organization only hires people who are the same.

B) If not managed properly human diversity can be a source of conflict.

C) Managing diversity is important to avoid low morale and high turnover

D) Diversity presents serious ethical and legal challenges.

*Answer: A*

3. Which of the following demographic changes highlight the need for diversity management:

A) Increased participation of people with different body abilities and capabilities at the workplace.

B) Increased number of women, American minorities (e.g. African-Americans, Latinos) and international workers.

C) Increased number of non-heterosexual workers (gays, lesbians, bisexuals) and transgender workers who expect equal rights.

D) All of the above are important demographic changes.

*Answer: D*

4. The term “ethnicity” refers to:

A. differences between Hispanics and Asians.

B. a shared national origin or cultural heritage among people.

C. biological differences identifiable by scientists.

D. all of the above.

*Answer: B*

5. Which of the following is relevant when defining human diversity?

(USED IN THE FALL 2013 ASSESSMENT)

A. visible and invisible dimensions

B. similarities and difference

C. inclusiveness and or exclusionary status

D. all of the above

*Answer: D*

5. John, a worker in a Fortune 500 company began harassing and intimidating a Muslim woman, Mona, who had worked for the firm for 20 years. Along with calling her “Mrs. Taliban,” the coworker threatened Mona. John was one of the company’s best salespersons, so in response to Mona’s complaints about harassment, the company fired her.  Which of the following is the best answer?
(USED IN THE SPRING 2014 ASSESSMENT)
A.      This is a case of religious discrimination and retaliation.
B.      Because of the employment at will doctrine, the company is allowed to fire Mona  without recourse.
C.      Mona  should  not create problems for herself and the company, so she should have kept her mouth shut. This is how things are so she needs to accept it and find a healthy way of dealing with it.
D.      Because John brought in a lot of money for the company, firing Mona woman was the right thing to do. This is a business after all.

*Answer: A*

6. Terry, who is Jordan’s supervisor, continually asks Jordan for a date. When Jordan continually refuses, Terry punishes Jordan by scheduling her to work every weekend, when previously weekends were rotated through the employees. This is an example of:

A. discriminatory behavior based on sexual harassment.

B. Terry doing his job.

C. Jordan being difficult

D. Terry’s legal right to schedule at will.

*Answer: A*

7. Diversity can be defined as the differences and similarities in age, gender, race, ethnicity, religion, sexual orientation, gender identity, socioeconomic background, and capabilities or disabilities that characterize human beings. A-True, B-False

*Answer: True*

8. Costs of doing a poor job in integrating workers from different backgrounds can be quite high. A – True, B – False

*Answer: True*

9. A stereotype is a generalization based on limited information. When applied to a person, a stereotype provides inaccurate perception and opinions. A-True, B-False

*Answer: True*

10. All the following statements are true about prejudice as it relates to the workplace, EXCEPT:

A) discrimination is an action informed by prejudice which results in differential treatment that serve to limit the social, political, or economic opportunities of members of particular groups.

B) prejudice includes negative attitudes and emotions about certain groups and their members.

C) given power to act on prejudice, discrimination may occur.

D) at work, people have the right to discriminate based on their own believes and opinions about others.

*Answer: D*