

**BA Organizational Management (BAOM)  
GENERAL EDUCATION 2017-18**

**Learning Outcome:**

GELO 2.c

Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

**Outcome Measure:**

SCL 401 – Final Group Project / Presentation. Students will individually and in small groups create a paper and a presentation based on the paper that investigates the opportunities and challenges of inclusion within a selected organization. Students will identify an organization and demonstrate an understanding of complex policies and procedures that explain the organizational leadership's perspective of inclusion and diversity. The focus of the research will be both in current scholarly content as well as interviews of people in the organization. By studying one organization and developing an understanding of diversity in context of the efforts to be inclusive, students will have to synthesize information from multiple sources and people.

**Criteria for Success (how do you judge if the students have met your standards):**

70% of students will score at or above an average of 80% or above on the rubric.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies**
4. Applied and Collaborative Learning
- 5. Civic and Global Learning**

**Longitudinal Data:**

|                                     | Percentage of Students Meeting or Exceeding Success Criteria |        |      |      |      |
|-------------------------------------|--|--------|------|------|------|
|                                     | SU17   | FA17   | SP18 | SU18 | FA18 |
|                                     | N = 34   | N = 17 | N =  | N =  | N =  |
| <b>Group Paper and Presentation</b> | 94%  | 94%    | %    | %    | %    |

**Conclusions Drawn from Data:**

By completing a paper and a presentation that includes both individual efforts and tasks in addition to working within a group, students must demonstrate a level of understanding of the content as well as the practice of working with others. Students are exceeding the success criteria and meeting the course outcomes.

**Changes to be Made Based on Data:**

No changes are recommended at this time.

## Rubric Used

### Intercultural Knowledge & Competence Value Rubric

|   | Capstone<br>4  | Milestones<br>3  | Benchmark<br>2  | Benchmark<br>1  |
|---|--|--|---|---|
| <b>Knowledge</b><br><i>Cultural self-awareness</i>                    | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)  | Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)  | Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)   | Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. comfortable with identifying possible cultural differences with others.)                          |
| <b>Knowledge</b><br><i>Knowledge of cultural worldview frameworks</i> | Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.  | Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. |
| <b>Skills</b><br><i>Empathy</i>                                       | Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.  | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.  | Identifies components of other cultural perspectives but responds in all situations with own worldview.   | Views the experience of others but does so through own cultural worldview.  |
| <b>Skills</b><br><i>Verbal and nonverbal communication</i>            | Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences. | Recognizes and participates in cultural differences in verbal and nonverbal communication and begin to negotiate a shared understanding based on those differences.  | Identifies some cultural differences in verbal and Nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.    | Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.  |
| <b>Attitudes</b><br><i>Curiosity</i>                                  | Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.   | Asks deeper questions about other cultures and seeks out answers to these questions.   | Asks simple or surface questions about other cultures.  | Shows minimal interest in learning more about other cultures.   |
| <b>Attitudes</b><br><i>Openness</i>                                   | Suspends judgment in valuing her/his interactions with those who are culturally different.   | Begins to suspend judgment in valuing her/his interactions with culturally different others.   | Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions.  | Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others,   |

|  |  |  |   |                                 |
|--|--|--|---|---------------------------------|
|  |  |  | with culturally different others, and is aware of own judgment and expresses a willingness to change. | but is unaware of own judgment. |
|--|--|--|---|---------------------------------|