

**BBA Global Perspective Learning Goal** - “Our graduates will exhibit intercultural competence in the global business environment.”

FACULTY RATER: \_\_\_\_\_ Term/Year: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_

| <b>DRURY UNIVERSITY BBA – GLOBAL BUSINESS PERSPECTIVE</b>  |  |   |   |
|--|--|---|---|
| <i>Evaluative Criteria</i>   | <i>Fails to meet expectations</i>  | <i>Meets expectations</i>   | <i>Exceeds expectations</i>   |
| <i>Cross-cultural interpersonal skills</i>   | <input type="checkbox"/> Student reflection on study abroad experience is more consistent with “travel abroad” – little or no evidence of engaging individuals in foreign/host culture | <input type="checkbox"/> Student reflection on study abroad provides some evidence of progress in directly engaging individuals in a foreign/host culture | <input type="checkbox"/> Student reflection on study abroad provides evidence of immersion in foreign/host culture, including rudimentary conversational language proficiency |
| <i>Understanding of diverse cultures, institutions and business practices</i>                              | <input type="checkbox"/> Demonstrates a lack of awareness for cross-cultural differences and/or assumes U.S. perspective/practices irrespective of international context               | <input type="checkbox"/> Demonstrates some basic appreciation of differences across international contexts, including impacts on business decision making | <input type="checkbox"/> Demonstrates more advanced understanding of differences across international contexts, including major strategic threats and opportunities           |
| <i>Make business decision with an understanding of other cultures, institutions and business practices</i> | <input type="checkbox"/> Makes decisions using a universalistic approach – little or no regard for international context or differences  | <input type="checkbox"/> Makes decisions using a basic international approach – considers impact of foreign context(s)                                    | <input type="checkbox"/> Makes decisions using a more advanced global approach – evidence of tailoring to particular cultural/institutional context(s)                        |

- 1) Students will demonstrate cross-cultural interpersonal skills (Study Abroad memos)
- 2) Students will demonstrate an understanding of diverse cultures, institutions, and business practices (Case Study; Study Abroad memos)
- 3) Students will make business decisions that effectively utilize an understanding of other cultures, institutions and business practices (Case Study; Study Abroad memos)

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| <b>DRURY UNIVERSITY BBA – GLOBAL BUSINESS PERSPECTIVE</b>      |   |  |  |
|--|---|--|--|
| <i>Evaluative Criteria</i>                                     | <i>Fails to meet expectations</i>   | <i>Meets expectations</i>  | <i>Exceeds expectations</i>  |
| <i>Cross- cultural dimensions</i>                              | <input type="checkbox"/> Demonstrated a lack of awareness for cross-cultural differences and/or assumes U. S. Perspective/practice irrespective of international context. | <input type="checkbox"/> Demonstrates some basic appreciation of differences across international contexts, including impacts on business decision making. | <input type="checkbox"/> Demonstrates more advanced understanding of differences across international contexts, including major strategic threats and opportunities. |
| <i>International Business strategy and practice dimensions</i> | <input type="checkbox"/> Does not identify appropriate international Strategy, with little context or differences   | <input type="checkbox"/> Identifies appropriate international strategy approach- considers or no regard for international                                  | <input type="checkbox"/> Identifies appropriate more advanced global approaches, impact of foreign contexts- evidence of tailoring to particular cultural contexts.  |

## **Global Perspectives Learning Goal of the Breech BBA**

“Our graduates will exhibit intercultural competence in the global business environment.”

### **Instructions and Assessment Process**

#### Rating Process

The Global Perspective Learning Goal of the BBA program shall be rated by two faculty members. The two faculty members shall conduct independent ratings and after assessment, reach consensus on any ratings where ratings differed. After consensus is reached, the results of the ratings, and any recommendations for improvement of either the course or the rating instrument shall be presented to the AOL&A committee for consideration of action by the Breech faculty.

#### Samples of Student Work

The Global Perspectives goal was assessed in the following ways:

##### Day school

MGMT 205-208. All students write reflection papers as part of their study abroad experience.  
MGMT 422 – Corporate Policy and Ethics – Day school. Students in these courses work through a case describing a global business challenge. (In the next iteration - a different course will need to be selected because MGMT 422 will no longer be a required course.)

##### CCPS

BADM 447 - Survey of International Business – Online. The assignment given requires the student to address a global business challenge.

#### Assessment Assignments

The rubrics used to assess this learning goal are included as an appendix to these instructions.

Since the CCPS students do not travel abroad different rubric is used to assess their global expertise. The attached rubric should be employed to evaluate the student papers. The assignment will be made around mid-term of the course.