CALIFORNIA STATE UNIVERSITY
EAST BAY

College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Oral Communication
Spring 2017

MBA
PLO 2; LO2C

Office of Assurance of Learning

MBA Learning Goal 2: Students who graduate will have leadership, team building, and advanced communication skills in diverse and cross-cultural managerial environments.
[Statement includes changes made during quarter to semester revisions.]

CBE Learning Objective 2C: Students who graduate will apply advanced oral communications skills. *[Statement includes changes made during quarter to semester revisions.]*

Assessed Term: Spring 2017

Assessed Course: MGMT 6800

Curriculum Alignment: This is a core course for students completing the MBA program. The course is an integrative capstone experience in which students learn to conduct a strategic situational analysis, identify strategic alternatives and write an implementation plan for a strategic initiative. Real world organizational opportunities relating to globalization, innovation and sustainability are emphasized. This course includes an oral presentation assignment.

Participating Faculty: 2 members: 1 teaching + 1 assessor

Methods & Procedures: Students prepared a group presentation in the form of a 'Stockholder Debriefing' of their company from the Capsim simulation integrated into their course.

Winter 2015 piloted a new method for assessing oral communications. To prevent conflation of assessment with grading, and to accurately retrieve reliable and consistent data, external assessors were used in the assessment of both Oral Communications and Leadership/Teamwork. Assessment personnel would coordinate with teaching faculty and assessing faculty on dates and times, as well as proper procedures.

Assessment Measurement Tool Used:

- External faculty assessors
- Graduate oral communication rubric

Status of Assessment: Completed

Artifacts Archived: Score sheets archived

Performance Targets:

There are two targets set for this skill, (1) 75% of students will meet or exceed expectations; and (2) less than 10% of students will score "1" (below expectations) on any "trait" in the rubric. Overall, 98% of students met expectations on the learning objective.

n = 25	Trait 1	Trait 2	Trait 3	Trait 4	Trait 5
Meets Expectations	100%	100%	100%	91%	100%
Does Not Meet Expectations	0%	0%	0%	10%	5%
Total	100%	100%	100%	100%	100%
Overall Score	**98%**				

Data Summary & Analysis

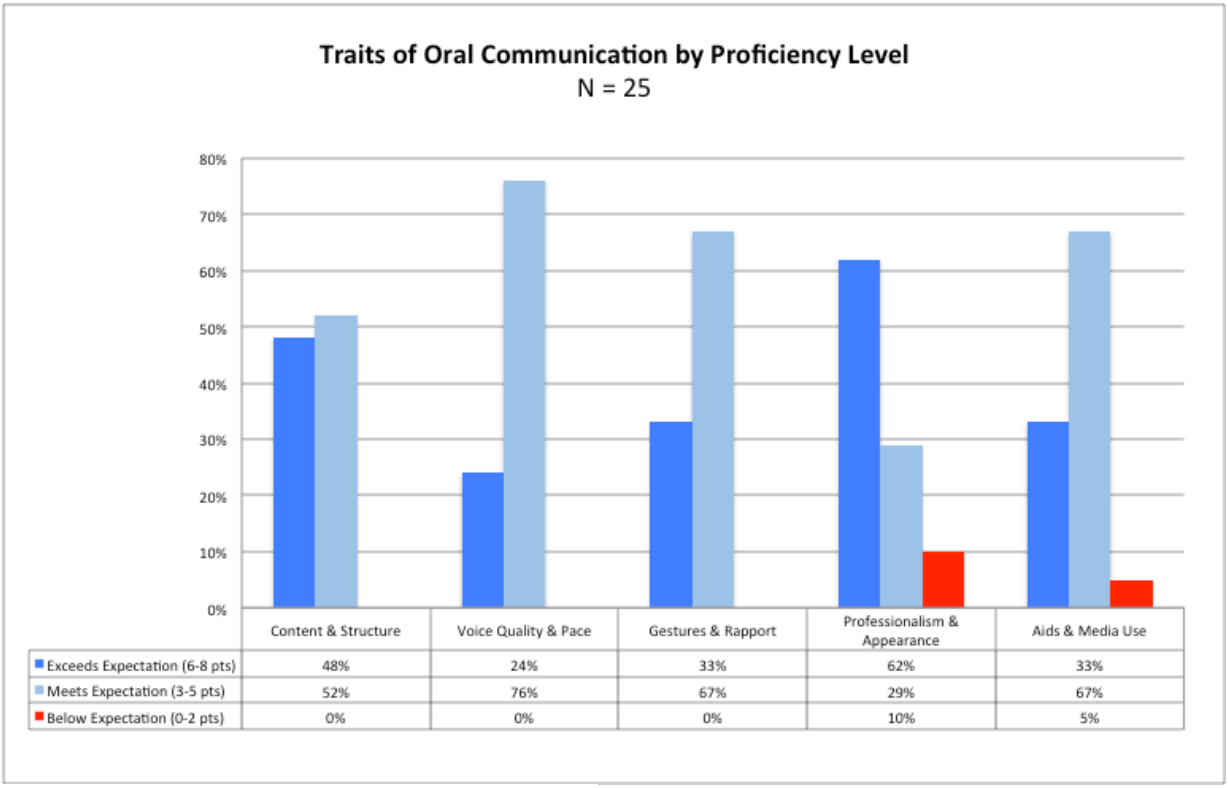
Overall Assessment Scores by Individual Trait:

Assessed Traits n = 25	Meets Expectation*	Below Expectation
Trait 1: Content & Structure	100%	0%
Trait 2: Voice Quality & Pace	100%	0%
Trait 3: Gestures & Rapport	100%	0%
Trait 4: Professionalism & Appearance	90%	10%
Trait 5: Aids & Media Use	95%	5%

** Meets expectations = Meets expectations + Exceeds expectations*

Detailed Assessment Scores by Individual Trait*:

	Content & Structure	Voice Quality & Pace	Gestures & Rapport	Professionalism & Appearance	Aids & Media Use
Exceeds Expectation (6-8 pts)	48%	24%	33%	62%	33%
Meets Expectation (3-5 pts)	52%	76%	67%	29%	67%
Below Expectation (0-2 pts)	0%	0%	0%	10%	5%



**Percentages may not add to 100% due to rounding.*

Oral Communication Rubric

LO2C: Oral Communications			
LO2C: Students who graduate will apply advanced oral communication skills.			
Traits	**Exceeds Expectations** (6-8 pts)	**Meets Expectations** (3-5 pts)	**Below Expectations** (0-2 pts)
Trait 1: *Content and Structure*	Clear opening and closing statements. Catches audience's interest provides overview/conclusion. Follows logical sequence, stays focused, good explanations. Effective time management and strong transitions. Strong mental takes away for audience.	Offers some type of opening and closing statements. Follows logical sequence but structure could be better. May need more elaboration on one or more points. Adequate time management, but could be stronger.	No opening and/or closing statements or irrelevant opening/closing statements. Loses focus more than once. Does not manage time effectively. No logical sequence of information. Mechanistic.
Trait 2: *Voice Quality & Pace*	Enthusiastic and engaging. Speaks clearly and loudly enough at a comfortable pace. Exudes confidence and interest. No grammatical or pronunciation errors. Presentation appears conversational, extemporaneous, and natural.	Easily understood. Speaks loud enough to be heard and at appropriate pace. Some awkward pauses or halting delivery but mostly clear and natural. Could display greater enthusiasm, seem more genuinely interested in own presentation.	Mumbles, mispronounces words, grammatical errors, "umms". Difficult to understand. Speaks too quietly or too loudly. Speaks too fast or too slow. Loses train of thought, tentative. Lacks enthusiasm.
Trait 3: *Deliberate Gestures & Rapport with Audience*	Body language used effectively to maintain audience's interest. Body language reflects presenter's reaction to, and empathy with, the audience. Gestures match verbal content, are comfortable and relaxed, seem spontaneous.	No significantly distracting mannerisms. Acceptable posture. Body language mostly demonstrates comfort in interacting with audience but occasional instances of discomfort may be communicated. Seems natural for the most part.	Demonstrates distracting mannerisms which may include bad posture, shifting feet, too much or too little hand movement. Body language reveals reluctance to interact with audience. Seems fearful/very nervous.
Trait 4: *Professionalism & Appearance*	Dressed appropriately. Appearance engenders respect and credibility. Treats audience professionally. Speaker appears confident and has good command of the topic.	Meets minimum standards for business dress and appearance. Generally treats audience professionally, acceptable word choice (no slang). May seem to lack confidence at times. Reasonably credible.	Does not meet minimum requirements for business dress. Makes excuses for aspects of the presentation. Inappropriate word choice for audience. Inappropriately informal.
Trait 5: *Preparation of Presentation Aids & Use of Media*	Genuinely connects with audience. Maintains eye contact throughout. Visuals (slides, etc.) effortlessly enhance speech.	Tries to maintain eye contact most of the time but instances may be fleeting in length. Scans the room. Some reliance on notes or slides.	Does not connect with audience. Little to no eye contact. Reads. Relies heavily on slides and/or notes. Attempts to cover too many slides or lingers too long on too few slides.

Raw Assessment Scores

Instructor	Individual	Content & Structure	Voice Quality & Pace	Gestures & Rapport	Professionalism & Appearance	Aids & Media Use
Instructor 001	Student 001	6	6	5	5	5
Instructor 001	Student 002	6	4	5	5	4
Instructor 001	Student 003	5	4	4	4	4
Instructor 001	Student 004	6	6	6	5	4
Instructor 001	Student 005	3	2	2	1	2
Instructor 001	Student 006	5	3	3	4	3
Instructor 001	Student 007	4	5	4	5	4
Instructor 001	Student 008	5	3	3	4	1
Instructor 001	Student 009	5	4	4	4	3
Instructor 001	Student 010	4	3	3	4	1
Instructor 001	Student 011	5	4	3	4	3
Instructor 001	Student 012	5	4	4	3	5
Instructor 001	Student 013	3	2	3	3	2
Instructor 001	Student 014	3	2	3	3	3
Instructor 001	Student 015	3	3	3	3	3
Instructor 001	Student 016	4	5	5	4	4
Instructor 001	Student 017	4	4	4	4	3
Instructor 001	Student 018	5	4	5	4	5
Instructor 001	Student 019	5	4	4	6	6
Instructor 001	Student 020	5	4	4	4	4
Instructor 001	Student 021	5	5	5	5	6
Instructor 001	Student 022	4	5	5	5	5
Instructor 001	Student 023	4	4	4	4	2
Instructor 001	Student 024	5	6	6	6	5
Instructor 001	Student 025	4	5	5	5	4

End of Report