



College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Written Communication
Winter 2015

MBA PLO2; LO2B

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MBA Learning Goal 2: Students who graduate will be effective communicators in a diverse and global environment. [Statement is prior to quarter to semester revisions.]

CBE Learning Objective 2B:

Students who graduate will apply advanced written communications skills. [Statement is prior to quarter to semester revisions.]

Assessed Term: Winter 2015

Assessed Course: MGMT 6215

Curriculum Alignment: This course strengthens students' ability to anticipate, critically analyze and appropriately respond to the legal and ethical dilemmas that confront managers in a global economy. This course focuses on the challenges of responsible decision-making in complex, socially diverse business environments.

Participating Faculty: 1 member.

Methods & Procedures: Individually written assignment.

Assessment Measurement Tool Used:

- Graduate written communication rubric from another university.

Status of Assessment: Completed.

Artifacts Archived: Score sheets with faculty feedback reported and saved.

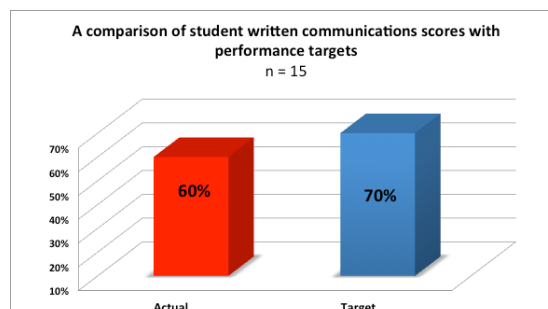
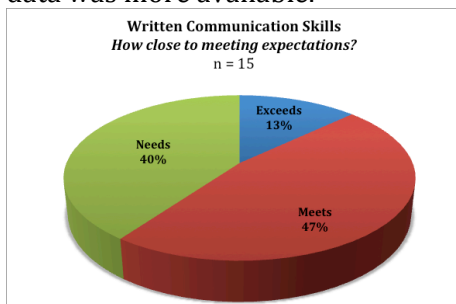
Performance Targets:

- 70% of students will meet or exceed expectations.
- Less than 10% of students will score "1" (below) on any "trait" in the rubric.

Data Summary & Analysis:

The following graphics display the results and findings from the conducted assessment.

As depicted in the graphics, our students' overall written communication scores did not meet performance targets. Proficiency benchmarks were set at 70% of students falling under Meeting or Exceeding expectations. Findings show only 60% of students assessed met or exceeded expectations. The findings above show scores calculated for individuals who had all traits measured. For additional data, refer to individual trait analysis where data was more available.



With regard to the individual components of written communication that are described on the rubric, our proficiency benchmark was set at less than 10% of our students scoring “below expectations” on any single trait assessed. Although we found students met this particular element of our performance benchmark, results show a high percentage of students fell within the “needing improvement” category across the board. About half of the students needed improvement in the area of “Correctness” (Trait 5). In order to fall in the category of needing improvement for trait 5, student has “numerous grammatical/mechanical errors, and those errors interfered at times with the reader’s understanding of the document’s proposed.”

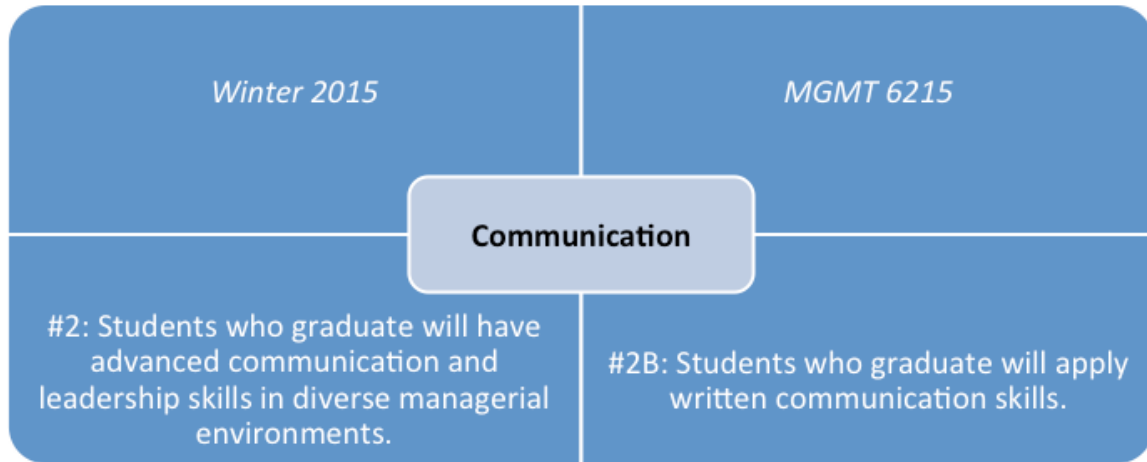
A high percentage of students also were found needing improvement in the areas of “Audience” (Trait 2) and “Organization” (Trait 3) especially. In order to fall in the category of needing improvement for trait 2, student “often loses focus on the main point of the document.” In order to fall in the category of needing improvement for trait 3, student has produced a document that “must be organized more effectively, as readers will be confused or misled.” Traits 1, “Purpose,” and Trait 4, “Evidence,” saw 33% and 27% of students needing improvement, respectively.



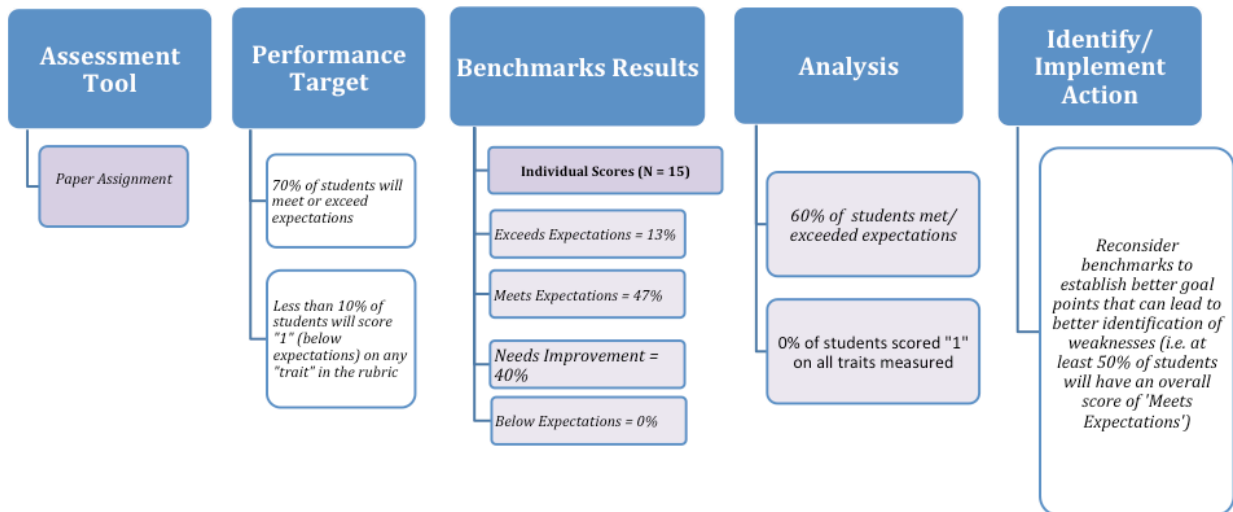
Preliminary Closing the Loop Suggestions:

- AoL Task Force Discussion Point - Possible suggestions on potential new initiatives?
- Conduct a discussion, beginning within the AoL Task Force, regarding a re-examination of what it means to 'Meet Expectations;' i.e. have we lowered our standards on what it means and how we view student performances?

Assessment Summary: Winter 2015



**Statements are prior to quarter to semester revisions.*



[End of Report]