



College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Written Communication
Spring 2017 Online

BSBA

PLO3; LO3B

BSBA Learning Goal 3: Students who graduate will be effective communicators in a diverse and global environment.

CBE Learning Objective 3B:

Students who graduate will apply effective written communications skills.

Assessed Term:

Spring 2017

Mapped Course:

MGMT 4500 Online

Curriculum Alignment:

Students take MGMT 4500 as a core upper division course. This course is typically attended by graduating seniors in the BSBA program. The course focuses on the relationships between business managers and the social, economic, and political environments within which they operate; business ethics, antitrust policy, social responsibility, and consumer protection. *A written assignment is assigned as part of students' overall grade.*

Participating Faculty:

2 faculty members.

Methods & Procedures:

Case study write-ups were used to assess written communications in this course. Teaching faculty assessed artifacts.

Assessment Measurement Tool Used:

Faculty modified AACU VALUE Written Communication rubric.

Status of Assessment:

Completed.

Artifacts Archived:

Sample of assignments in saved in soft copy.

Performance Target:

There are two targets set for this skill, (1) 70% 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, 74% of students met expectations on the learning objective.

n = 55	Trait 1	Trait 2	Trait 3	Trait 4	Trait 5
Meets Expectations	84%	84%	71%	75%	58%
Does Not Meet Expectations	16%	16%	29%	25%	42%
Total	100%	100%	100%	100%	100%
Overall Score	74%				

Data Summary

Overall Assessment Scores by Individual Trait:

Assessed Traits n = 55	Meets Expectation*	Below Expectation**
Trait 1: Context & Purpose	83.6%	16.4%
Trait 2: Content Development	83.6%	16.4%
Trait 3: Genre & Disciplinary Conventions	71%	29%
Trait 4: Sources & Evidence¹	75%	25%
Trait 5: Control of Syntax & Mechanics	58%	42%

* *Meets expectation = Meets expectation + Exceeds expectation*

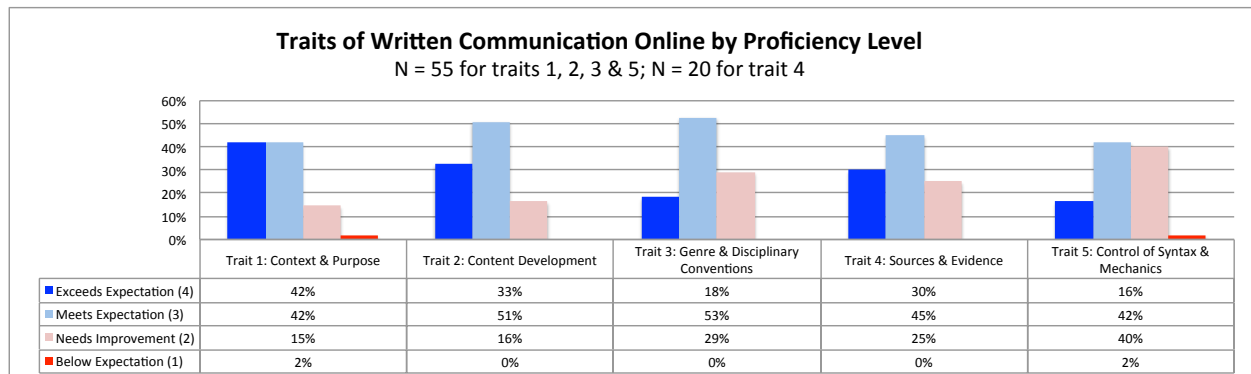
** *Below Expectation = Needs Improvement + Below Expectation*

¹ *N = 20 for Trait 4. See footnote in detailed table below.*

Detailed Assessment Scores by Individual Trait*:

n = 55	Trait 1: Context & Purpose	Trait 2: Content Development	Trait 3: Genre & Disciplinary Conventions	Trait 4: Sources & Evidence ¹	Trait 5: Control of Syntax & Mechanics
Exceeds Expectation (4)	42%	33%	18%	30%	16%
Meets Expectation (3)	42%	51%	53%	45%	42%
Needs Improvement (2)	15%	16%	29%	25%	40%
Below Expectation (1)	2%	0%	0%	0%	2%

¹ *N = 20 for Trait 4: Data was excluded from Professor #2 due to inassessability - citations did not appear to be required as part of assignment in section 2 of the course taught by Professor #2, according to assessor.*



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

Written Communication Rubric

LO3B: Written Communication				
Goal 3:	Students who graduate will be effective communicators in a diverse and global environment.			
Objective 3B:	Students who graduate will apply effective written communication skills in a diverse and global environment.			
Traits	(4) Exceeds Expectations	(3) Meets Expectations	(2) Needs Improvement	(1) Below Expectations
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience & purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Raw Assessment Scores

Instructor	Individual	Context	Content Development	Genre & Disciplinary Conventions	Sources & Evidence*	Control of Syntax/ Mechanics	Total Individ
Instructor 001	Individual 001	4	4	3	3	2	16
Instructor 001	Individual 002	2	3	3	3	2	13
Instructor 001	Individual 003	2	2	3	2	3	12
Instructor 001	Individual 004	4	4	4	3	3	18
Instructor 001	Individual 005	4	4	4	4	2	18
Instructor 001	Individual 006	3	3	2	3	2	13
Instructor 001	Individual 007	2	2	2	2	1	9
Instructor 001	Individual 008	4	4	3	4	3	18
Instructor 001	Individual 009	4	4	3	4	3	18
Instructor 001	Individual 010	3	4	3	3	2	15
Instructor 001	Individual 011	4	4	4	4	3	19
Instructor 001	Individual 012	4	3	4	4	3	18
Instructor 001	Individual 013	3	3	3	2	2	13
Instructor 001	Individual 014	2	2	2	3	2	11
Instructor 001	Individual 015	4	4	3	3	3	17
Instructor 001	Individual 016	4	4	3	2	2	15
Instructor 001	Individual 017	3	3	3	3	2	14
Instructor 001	Individual 018	4	3	4	4	3	18
Instructor 001	Individual 019	2	3	2	3	2	12
Instructor 001	Individual 020	1	2	2	2	2	9
Instructor 002	Individual 021	3	3	3	1	4	14
Instructor 002	Individual 022	3	3	3	1	3	13
Instructor 002	Individual 023	3	3	2	1	2	11
Instructor 002	Individual 024	3	2	2	2	3	12
Instructor 002	Individual 025	4	4	3	1	4	16
Instructor 002	Individual 026	3	3	3	1	2	12
Instructor 002	Individual 027	3	3	3	1	4	14
Instructor 002	Individual 028	3	3	2	1	3	12
Instructor 002	Individual 029	4	3	3	1	3	14
Instructor 002	Individual 030	3	3	3	3	3	15
Instructor 002	Individual 031	3	3	3	2	3	14
Instructor 002	Individual 032	4	4	4	1	4	17
Instructor 002	Individual 033	4	4	3	3	3	17
Instructor 002	Individual 034	4	4	4	2	4	18
Instructor 002	Individual 035	4	4	4	1	4	17
Instructor 002	Individual 036	3	3	3	3	4	16
Instructor 002	Individual 037	4	4	3	2	3	16
Instructor 002	Individual 038	4	3	3	2	3	15
Instructor 002	Individual 039	4	3	3	2	3	15
Instructor 002	Individual 040	3	4	3	2	3	15
Instructor 002	Individual 041	4	4	4	1	4	17
Instructor 002	Individual 042	3	2	2	1	2	10
Instructor 002	Individual 043	3	3	2	1	2	11
Instructor 002	Individual 044	3	3	3	1	3	13
Instructor 002	Individual 045	2	2	2	2	2	10
Instructor 002	Individual 046	4	4	4	2	4	18
Instructor 002	Individual 047	3	3	2	3	3	14
Instructor 002	Individual 048	3	3	3	1	2	12
Instructor 002	Individual 049	3	3	2	2	2	12
Instructor 002	Individual 050	4	3	3	2	3	15
Instructor 002	Individual 051	3	3	3	3	2	14
Instructor 002	Individual 052	2	2	2	1	2	9
Instructor 002	Individual 053	4	3	3	1	3	14
Instructor 002	Individual 054	2	3	2	2	2	11
Instructor 002	Individual 055	3	2	2	1	2	10

End of Report