CALIFORNIA STATE UNIVERSITY

E A S T   B A Y

College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Oral Communication

Winter 2015

BSBA

PLO3; LO3A

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

CBE Learning Objective 3A:
Students who graduate will apply effective oral communications skills.

Assessed Quarter: Winter 2015

Mapped Course: MGMT 4650

Curriculum Alignment: Students take MGMT 4650 as a capstone course. This is a core course and is typically attended by graduating seniors in the BSBA program. The course takes a top management perspective and integrates the functional disciplines into decision-making. Emphasis is placed on evaluating complex business situations, integrating theory with practices, and *presenting* comprehensive strategic business plans. This course requires an oral presentation as part of successful completion.

Participating Faculty: 4 members

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. Presentations were valued between 10 to 15% (depending on section assessed) of the student's overall grade. Thirty-eight individuals were assessed across sections of the course.

Spring 2013 saw faculty revisions of measurement tools, specifically which rubrics, to use to assess oral communications. Faculty teaching the course mapped to the learning goal met in groups and were presented with the CBE version of the rubric and given an option to either modify the existing rubric or replace it entirely in Spring 2013. The BSBA faculty group teaching MGMT 4650, mapped to Communication, decided to replace the existing rubric entirely with the proposed AAC&U VALUE Oral Communication rubric with the understanding that it can be modified further in the future to better assess according to CBE's programs.

Additional revisions to methodology implemented in Winter 2015. Piloted was 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 Oral Communications and Teamwork. Faculty from the business communications department were brought in to be external assessors in capstone courses. The faculty used the AAC&U Oral Communications rubric, which was previously selected by faculty upon review of measurement tools (see above). Assessment personnel would coordinate with teaching faculty and assessing faculty on dates and times, as well as proper procedures. Communications faculty assessed students according to rubric and noted observations regarding possible edits to improve the rubric and make the tool more applicable to the program and effective in measuring the learning objective overall.

New Action Items:
- Assessment personnel to assist in discussing external assessment process to teaching faculty and assessing faculty.

- Assessment personnel assisted in communications between assessing and teaching faculty. Provided support in arranging dates and times for assessment.
- Assessing faculty reviewed assessing tool (oral communication rubric) and found rubric to be acceptable with no suggestions for modifications.

Assessment Measurement Tool Used:
- External faculty assessors
- AACU VALUE Oral Communications rubric

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 expectations) on any "trait" in the rubric.

Data Summary & Analysis:

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, 67% of students met expectations on the learning objective.

	Trait 1	Trait 2	Trait 3	Trait 4	Trait 5
Meets Expectations	89%	66%	66%	72%	77%
Does Not Meet Expectations	12%	34%	33%	28%	23%
Total	101%	100%	99%	100%	100%
Overall Score	**67%**				

With regard to the individual components of oral 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.

Traits of Oral Communication
Percentage of students with unacceptable performance
N=18
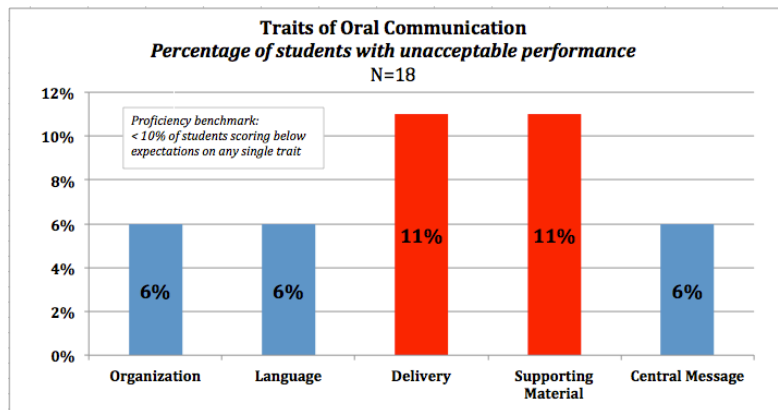
Findings show students did not meet proficiency benchmarks for two traits: (1) Delivery and (2) Supporting Material. Students were deemed below expectations in Delivery if "delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable." Students were deemed below expectations in Supporting Material if "insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic."

Faculty Comments/Feedback:

- Students need opportunity to learn presentation techniques earlier on in the program. Students appeared to lack knowledge in basic introductory level techniques.
- Students can benefit by being given the rubric along with the assignment. May provide students guidance and assistance on how to improve presentation skills and teamwork skills without taking time away from Professor's capstone course. Students currently are not given rubrics along with assignments.
- MKTG 3495 currently teaches basic and intermediate level communication and teamwork skills. Course is not a core or mandatory course (may have originally been a core course). Course is currently listed as an elective course. Course work includes group work analysis and presentations in-class.
- Communications need to be reinforced throughout the program. One suggestion could be to provide students with rubrics in all courses mapped to communications with an I, R or M code according to the current curriculum mapping. Requires discussions with faculty.

Preliminary Closing the Loop Suggestions:

- Continue development for Oral Communication & Leadership Workshops including scale up initiatives to reach both entering transfer students and exiting graduating students
- Reconsider benchmarks to establish better goal points that can lead to better identification of weaknesses (i.e. at least 70% of students will have an overall score of 'Meets Expectations' and less than 10% will be 'Below Expectations')
- 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?
- Continue new assessment method that includes use of external assessors via business communications faculty

[End of Report]