CALIFORNIA STATE
UNIVERSITY
E A S T   B A Y

College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Written Communication
Winter 2016

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: Winter 2016

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: 1 member.

Methods & Procedures: Case study write-ups were used to assess written communications in this course. Artifacts were assessed by teaching faculty.

Assessment Measurement Tool Used: AACU VALUE Written Communication rubric

Status of Assessment: Completed.

Artifacts Archived: Sample of assignments in hard copy filed for reference.

Performance Targets:
- 70% of students will meet or exceed expectations.
- Less than 10% of students score "1" (below) 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, 62% of students met expectations on the learning objective.

n = 16	Trait 1	Trait 2	Trait 3	Trait 4	Trait 5
Meets Expectations	88%	76%	62%	69%	88%
Does Not Meet Expectations	13%	25%	38%	31%	13%
Total	101%	101%	100%	100%	101%
Overall Score	62%				

Findings show students did meet the second proficiency benchmark. Less than 10% of students were assessed as "below expectations" on all five traits. However, over 10% of students were also found to be in need of improvement on all five traits. Students were

found to be most weak in "Genre, & Disciplinary Conventions," with almost 40% of students scoring a "2," indicating needing improvement.

Traits of Written Communication
Percentage of students with needing improvement performance
n = 16
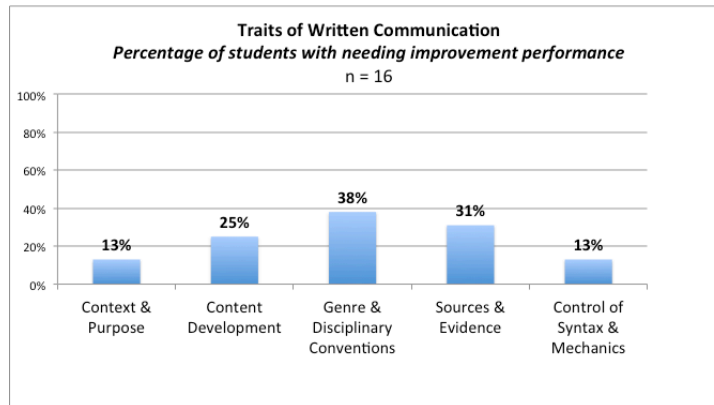
By Individual Trait	Context & Purpose	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Control of Syntax & Mechanics
Exceeds Expectations (4)	13%	13%	6%	0%	0%
Meets Expectations (3)	75%	63%	56%	69%	88%
Needs Improvement (2)	13%	25%	38%	31%	13%
Below Expectations (1)	0%	0%	0%	0%	0%

To score 'needs improvement' for the trait "Genre, & Disciplinary Conventions," students follow expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.

Also weak were Trait 4: Sources & Evidence and Trait 2: Content Development, with 31% and 25% respectively assessed at the "needs improvement" level. In order to be assessed as needing improvement for Sources & Evidence students demonstrated an attempt to use, as opposed to consistent use, of credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing, without the use of stylistic choices. In order to be assessed as needing improvement for Content Development students used appropriate and relevant content to develop and explore ideas through most of the work, while lacking compelling content and an overall ability to shape the whole work.

[End of Report]