CALIFORNIA STATE UNIVERSITY

E A S T B A Y

College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Written Communication
Spring 2017

MSBA

PLO4; LO4A

MSA Learning Goal 4:
Students who graduate will be effective communicators of business analytics projects.

CBE Learning Objective:
Students who graduate will apply effective written communication skills in conveying project ideas, activities, and findings.

Mapped Course:
ITM 6899

Curriculum Alignment:
Development and writing of business analytics project. Supervision by an ITM faculty member required. Prerequisites: All fundamental and required coursework: ITM 6015, ITM 6271, ITM 6273, ITM 6280, ITM 6285, MGMT 6015, MGMT 6160, and MGMT 6165. Grading: A-F grading only.

Participating Faculty: 1 faculty member

Methods & Procedures:
Faculty chose individual student assignment to assess using the department developed rubric.

Assessment Measurement Tool Used:
Rubric developed by department.

Artifact Used:
To assess written communication, faculty chose individual student projects with a written component.

Artifacts Archived:
Completed. Electronically archived.

Status of Assessment:
Completed

Performance Targets:
70% of students will meet/exceed expectations.

(See data analysis on following page.)

Data Summary & Analysis
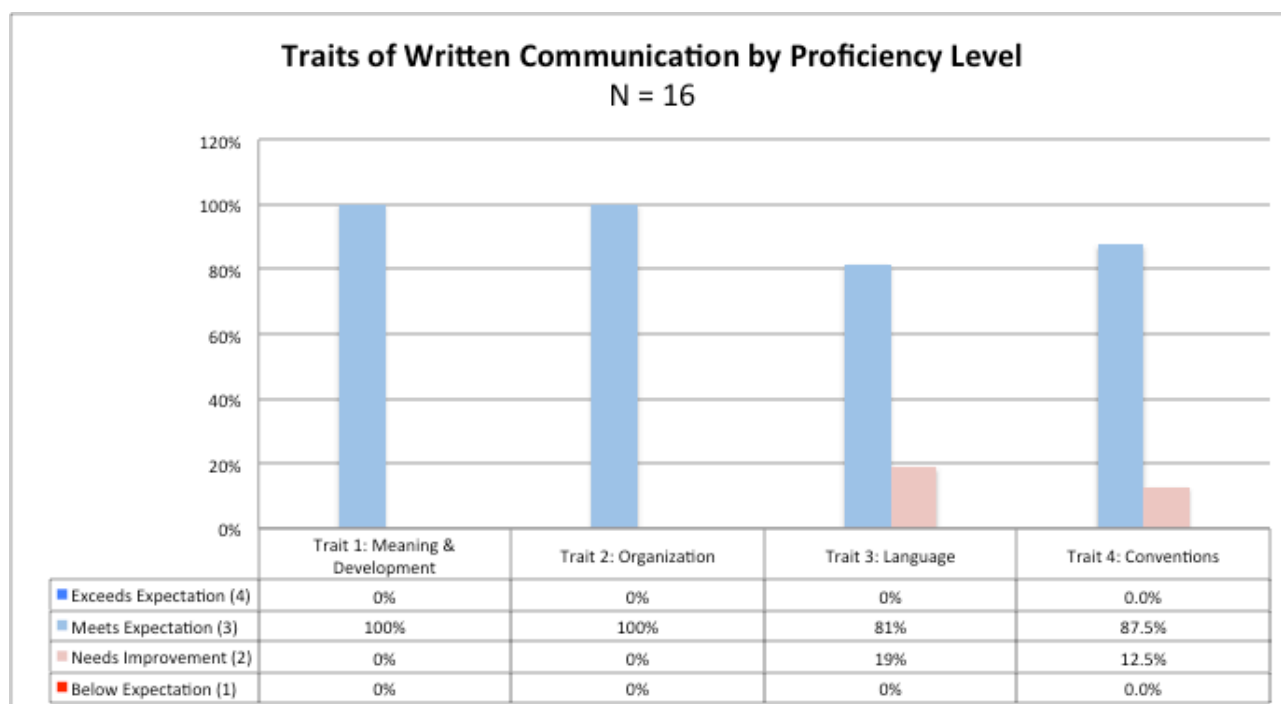
Overall Assessment Scores by Individual Trait:

Assessed Traits n = 16	Meets Expectation*	Below Expectation**
Trait 1: Meaning & Development	100%	0%
Trait 2: Organization	100%	0%
Trait 3: Language	81%	19%
Trait 4: Conventions	87.5%	12.5%

* Meets expectations = Meets expectations + Exceeds expectations
**Below Expectations = Needs Improvement + Below expectations

Detailed Assessment Scores by Individual Trait*:

n = 16	Trait 1: Meaning & Development	Trait 2: Organization	Trait 3: Language	Trait 4: Conventions
Exceeds Expectation (4)	0%	0%	0%	0.0%
Meets Expectation (3)	100%	100%	81%	87.5%
Needs Improvement (2)	0%	0%	19%	12.5%
Below Expectation (1)	0%	0%	0%	0.0%

Traits of Written Communication by Proficiency Level
N = 16

	Trait 1: Meaning & Development	Trait 2: Organization	Trait 3: Language	Trait 4: Conventions
Exceeds Expectation (4)	0%	0%	0%	0.0%
Meets Expectation (3)	100%	100%	81%	87.5%
Needs Improvement (2)	0%	0%	19%	12.5%
Below Expectation (1)	0%	0%	0%	0.0%

Percentages may not add to 100% due to rounding.

Written Communication Rubric

MSBA: Written Communication

Learning Goal 4:	Students who graduate will be effective communicators of business analytics projects.			
Learning Objective 4B:	Students who graduate will apply effective written communication skills in conveying project ideas, activities, and findings.			

Traits	Below Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations
	1-points	*2-points*	*3-points*	*4-points*
Meaning & Development: **Ideas, examples, reasons & evidence, point of view**	No viable point of view; little or no evidence; weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence of support.	Develops a point of view, demonstrating some critical thinking; may have inconsistent or inadequate examples, reasons, & other evidence of support; support tends towards general statements or lists.	Develops a point of view & demonstrates competent critical thinking; enough supporting detail to accomplish the purpose of the paper.	Ideas are fresh, mature & extensively developed; insightfully develops a point of view & demonstrates outstanding critical thinking.
Organization: **Focus, coherence, progression of ideas, thesis developed**	Disorganized & unfocused; serious problems with coherence and progression of ideas; weak or non-existent thesis.	Limited organization & focus; may demonstrate some lapses in coherence or progression of ideas; generally, neither sufficient nor clear enough to be convincing.	Generally organized & focused, demonstrating coherence & progression of ideas; presents a thesis and suggests a plan of development which is mostly carried out.	Thesis presented or implied with noticeable coherence; provides specific & accurate support.
Language: **Word choice, & sentence variety**	Displays frequent & fundamental errors in vocabulary; sentences may be simplistic and disjointed.	Developing facility in language use; sometimes uses weak vocabulary or inappropriate usage or word choice; sentence structure tends to be pedestrian & often repetitious.	Competent use of language and sometimes varies sentence structure; generally focused.	Choice of language & sentence structure; precise & purposeful, demonstrating a command of language and variety of sentence structures.
Conventions: **Grammar, punctuation, spelling, paragraphing, format**	Errors interfere with writer's ability to consistently communicate purpose; pervasive mechanical errors obscure meaning; inappropriate format.	Errors interfere with the writer's ability to communicate purpose; contains an accumulation of errors; some weakness in format.	Occasional errors do not interfere with writer's ability to communicate purpose; generally appropriate format.	Control of conventions contribute to the writer's ability to communicate purpose; free of most mechanical errors; appropriate format.

Raw Assessment Scores

Instructor	Student	Trait #1	Trait #2	Trait #3	Trait #4	Total
Instructor 01	Student 001	3	3	3	3	**12**
Instructor 01	Student 002	3	3	3	3	**12**
Instructor 01	Student 003	3	3	2	3	**11**
Instructor 01	Student 004	3	3	3	2	**11**
Instructor 01	Student 005	3	3	3	3	**12**
Instructor 01	Student 006	3	3	3	3	**12**
Instructor 01	Student 007	3	3	3	3	**12**
Instructor 01	Student 008	3	3	2	3	**11**
Instructor 01	Student 009	3	3	3	3	**12**
Instructor 01	Student 010	3	3	3	3	**12**
Instructor 01	Student 011	3	3	2	3	**11**
Instructor 01	Student 012	3	3	3	3	**12**
Instructor 01	Student 013	3	3	3	2	**11**
Instructor 01	Student 014	3	3	3	3	**12**
Instructor 01	Student 015	3	3	3	3	**12**
Instructor 01	Student 016	3	3	3	3	**12**

End of Report