

ASSESSMENT REPORT

California State University East Bay
College of Business and Economics

Summary

Program	B.S. Business Administration (BSBA)
Learning Goal	3 - Students who graduate will be effective communicators in a diverse and global environment.
Learning Objective	3A - Students who graduate will apply effective oral communications skills in a diverse and global environment.
Rubric	Used to assess student work or artifact. Available at AOL website and end of report.
Assessed Course(s)	BUS 335 – Communications and Teambuilding (on ground) and MGMT 499 BSBA Capstone (online)
Assessment Date(s)	2019
Artifacts Archival	Rubric score sheets saved.
Performance Targets	1 - At least 70% of student overall scores will meet or exceed expectations.
	2 - Less than 10% of students will score “1” (below expectations) on any rubric trait.
Results to Targets	1 – 66.8% of student overall scores met or exceeded expectations.
	2 – Less than 10% of students scored “1” (below expectations) on all traits.

Assessment Results Table(s)

- The top row lists each trait from the learning objective rubric.
- The first column shows the possible scores given to each student.
- The data inside the table lists the number and percentage of students recording each score for each trait.
- The percentage of student scoring below expectations for each trait highlighted in **green**.
- The bottom two rows show the percent of students meeting or exceeding expectations for each trait and the percentage of student overall scores meeting or exceeding expectations highlighted in **yellow**.

Results combined from on ground and online sections

	Trait 1: Organization	Trait 2: Language	Trait 3: Delivery	Trait 4: Supporting Material	Trait 5: Central Message
Exceeds Expectation (4)	24	16	33	22	20
<i>Percentage</i>	24.0%	16.0%	33.0%	22.0%	20.0%
Meets Expectation (3)	51	18	51	44	55
<i>Percentage</i>	51.0%	18.0%	51.0%	44.0%	55.0%
Needs Improvement (2)	25	65	13	34	23
<i>Percentage</i>	25.0%	65.0%	13.0%	34.0%	23.0%
Below Expectation (1)	0	1	3	0	2
<i>Percentage</i>	0.0%	1.0%	3.0%	0.0%	2.0%
<i>Total N</i>	100	100	100	100	100
<i>Percentage</i>	100.0%	100.0%	100.0%	100.0%	100.0%
Meets or Exceeds by Trait	75.0%	34.0%	84.0%	66.0%	75.0%
Overall Meets or Exceeds	66.8%				

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Results from on ground sections

	Trait 1: Organization	Trait 2: Language	Trait 3: Delivery	Trait 4: Supporting Material	Trait 5: Central Message
Exceeds Expectation (4)	15	1	20	10	11
Percentage	18.8%	1.3%	25.0%	12.5%	13.8%
Meets Expectation (3)	40	13	44	36	44
Percentage	50.0%	16.3%	55.0%	45.0%	55.0%
Needs Improvement (2)	25	65	13	34	23
Percentage	31.3%	81.3%	16.3%	42.5%	28.8%
Below Expectation (1)	0	1	3	0	2
Percentage	0.0%	1.3%	3.8%	0.0%	2.5%
Total N	80	80	80	80	80
Percentage	100.0%	100.0%	100.0%	100.0%	100.0%
Meets or Exceeds by Trait	68.8%	17.5%	80.0%	57.5%	68.8%
Overall Meets or Exceeds	58.5%				

Results from online sections

	Trait 1: Organization	Trait 2: Language	Trait 3: Delivery	Trait 4: Supporting Material	Trait 5: Central Message
Exceeds Expectation (4)	9	15	13	12	9
Percentage	45%	75%	65%	60%	45%
Meets Expectation (3)					
Percentage	11	5	7	8	11
Needs Improvement (2)	55%	25%	35%	40%	55%
Percentage					
Below Expectation (1)	0	0	0	0	0
Percentage	0%	0%	0%	0%	0%
Total N	20	20	20	20	20
Percentage	100%	100%	100%	100%	100%
Meets or Exceeds by Trait	100.0%	100.0%	100.0%	100.0%	100.0%
Overall Meets or Exceeds	100.0%				

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Oral Communication Rubric

LO3A: Oral Communication				
Goal 3:	Students who graduate will be effective communicators in a diverse and global environment.			
Objective 3A:	Students who graduate will apply effective oral communication skills in a diverse and global environment.			
Traits	(4) Exceeds Expectations	(3) Meets Expectations	(2) Needs Improvement	(1) Below Expectations
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	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.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

End of Report