ASSURANCE OF LEARNING

Assessment Report

Program: BSBA   **Term:** Spring 2019

LEARNING OBJECTIVE	**3B:** Students who graduate will apply effective written communication skills in a diverse and global environment.
MAPPED COURSE	**BUS 370:** Business, Government & Society
CURRICULUM ALIGNMENT	Courses mapped as introducing LO 3B: BUS 200, 330, 340, 385, MGMT 350, ECON 200, 205, ACCT 210, 215 Courses mapped as developing LO 3B: BUS 200, 310, 320, 325, 335, 340, **370**, 385, ECON 200, 380, 385, ACCT 215, MKTG 305 Courses mapped as mastering LO 3B: MKTG 305, BUS 370, 385, 499
# OF PARTICIPATING FACULTY	Pizzassessment #2
METHODS & PROCEDURES	Faculty assessed students using a individually written assignment and the CBE Written Communication rubric. Faculty normed the rubric using a sample assignment.
ASSESSMENT TOOL	CBE Developed Rubric *(see end of report for rubric)*
PERFORMANCE TARGETS	70% of students will meet expectations. Less than 10% of students will score "1" (below) on any "trait" in the rubric.

Data Analysis Summary

There are two targets set for this learning objective, (1) 70% of students will meet or exceed expectations, and (2) less than 10% of students will score "1" (below expectation) on any "trait" in the rubric. Overall, 62% of students met expectations on the learning objective, meeting the first performance target. A total of 61 students were assessed.
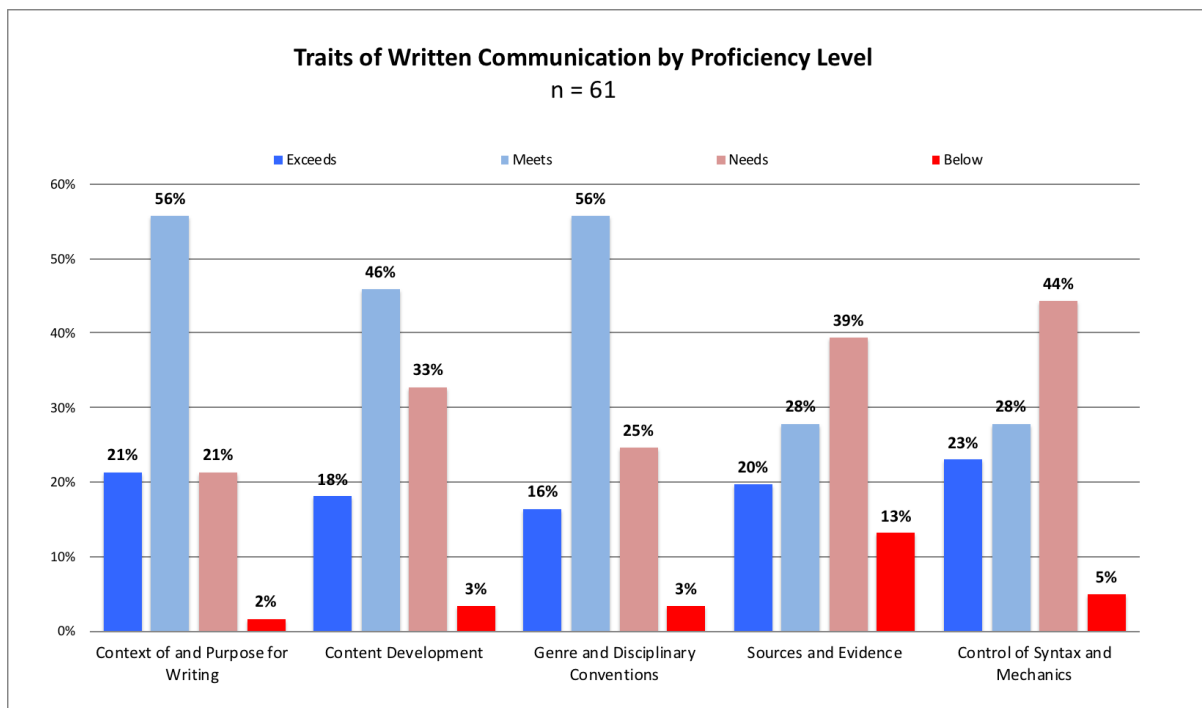
n = 61	Context of and Purpose for Writing	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics
Meets Expectation	77%	64%	72%	48%	51%
Does Not Meet Expectation	23%	36%	28%	52%	49%
Total	100%	100%	100%	100%	100%
Overall Score	**62%**				

Assessment Scores by Individual Traits.

Regarding the second performance target that less than 10% of students will score "1" (below expectation) on any "trait" in the rubric. Results show students met this assessment target on all individual traits except for Trait #4: Sources and Evidence.

Detailed Assessment Scores by Individual Traits

By Individual Traits	Context of and Purpose for Writing	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics
Exceeds	21%	18%	16%	20%	23%
Meets	56%	46%	56%	28%	28%
Needs	21%	33%	25%	39%	44%
Below	2%	3%	3%	13%	5%

Percentages may not add to 100% due to rounding.

Next Steps

- o Share report with faculty
- o Share report with administrators
- o Program Committee to call for review meeting
- o Conduct Closing the Loop meeting
- o Complete Closing the Loop Handout
- o Share Closing the Loop Handout with Curriculum Committee
- o Approval by Curriculum Committee
- o Share Closing the Loop Handout with Dean's Office'

- o Approval by Dean's Office
- o Share Closing the Loop Handout with Faculty
- o Publish results and findings
- o Publish meeting minutes
- o Implement Actions
- o Track Actions

Rubric

LO2A: Leadership & Teamwork			
Traits	**Exceeds Expectations** (6-8 pts)	**Meets Expectations** (3-5 pts)	**Below Expectations** (0-2 pts)
Trait 1: *Preparation:* *Student is prepared for meetings*	Student not only completes required readings and research, but does additional research or readings to enhance group objectives.	Student completes required readings and research prior to meeting & student completes specific tasks or assignments.	Student fails to do reading or research prior to meetings or student fails to complete specific assignments prior to scheduled meeting
Trait 2: *Contribution:* *Student contributes ideas to meetings*	Student provides both ideas and suggestions that greatly enhance the team effort and stimulate others to contribute.	Student participates in group discussions and makes an effort to provide positive input.	Student rarely speaks or contributes positive ideas/suggestions during meetings.
Trait 3: *Accountability:* *Student offers to take responsibility for group tasks*	Student frequently volunteers to accept responsibility for group tasks, and always accepts responsibility when assigned tasks by other team	Student normally volunteers or accepts responsibility for group work.	Student rarely volunteers or accepts responsibility for group work.
Trait 4: *Motivation:* *Student motivates team members to contribute to the accomplishment of team goals*	Student motivates team members to contribute to the accomplishment of team goals and persuades team members to surpass expectations...	Student motivates team members to contribute to the accomplishment of team goals.	Student does not engage with team members to contribute to the accomplishment of team goals.
Trait 5: *Delegation:* *Student assigns tasks and responsibilities to other members*	Student bases assignments on skills of members and helps when members encounter difficulties.	Student assigns tasks among members fairly and expects members to fulfill them.	Student does the majority of the work or assigns all the work to others.
Trait 6: *Conflict Resolution:* *Student helps to find solutions to interpersonal conflict between group members.*	Student uses mediation and consultation to help members see other points of view. Student is a good listener and recognizes difference between task, situational and relational or personality conflicts.	Student helps to resolve interpersonal conflicts in a reasonable way.	Student ignores interpersonal conflict or contributes to the problem by a lack of objectivity or fairness.

source: external rubric adopted and modified by CBE faculty

End of Report