

ASSURANCE OF LEARNING

Assessment Report

Program: MBA - Hayward, San Ramon & Oakland

Combined Campus Report

Term: F2017 (San Ramon & Oakland), Sp2018 (Hayward)

LEARNING OBJECTIVE	2B: Students who graduate will apply advanced written communication skills.
ASSESSED COURSES	Hayward: MGMT 6800 Oakland: MKTG 6120 San Ramon: MGMT 6120 <i>*Under the quarter system, Written Communication was mapped to MGMT 6800 and MKTG/MGMT 6120 for Developing and Mastery. Moving forward under the semester system, assessments will be conducted in BUS 603.</i>
CURRICULUM ALIGNMENT	Courses mapped as introducing LO2B: BUS 601 Courses mapped as developing LO2B: BUS 603, 604, 605, 607, 608 Courses mapped as mastering LO2B: BUS 693
# OF PARTICIPATING FACULTY	16 total across all campuses
METHODS & PROCEDURES	Individual written papers were assessed by multiple faculty members and faculty groups including the AOL Subcommittee in F2017 and a Pizzassessment Group in F2018 (using assignments collected in Sp2018).
ASSESSMENT TOOL	CBE Developed Rubric (<i>see end of report for rubric</i>)
PERFORMANCE TARGETS	75% 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) 75% 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, 77% of students met expectations on the learning objective. A total of 76 students were assessed across all three campuses.

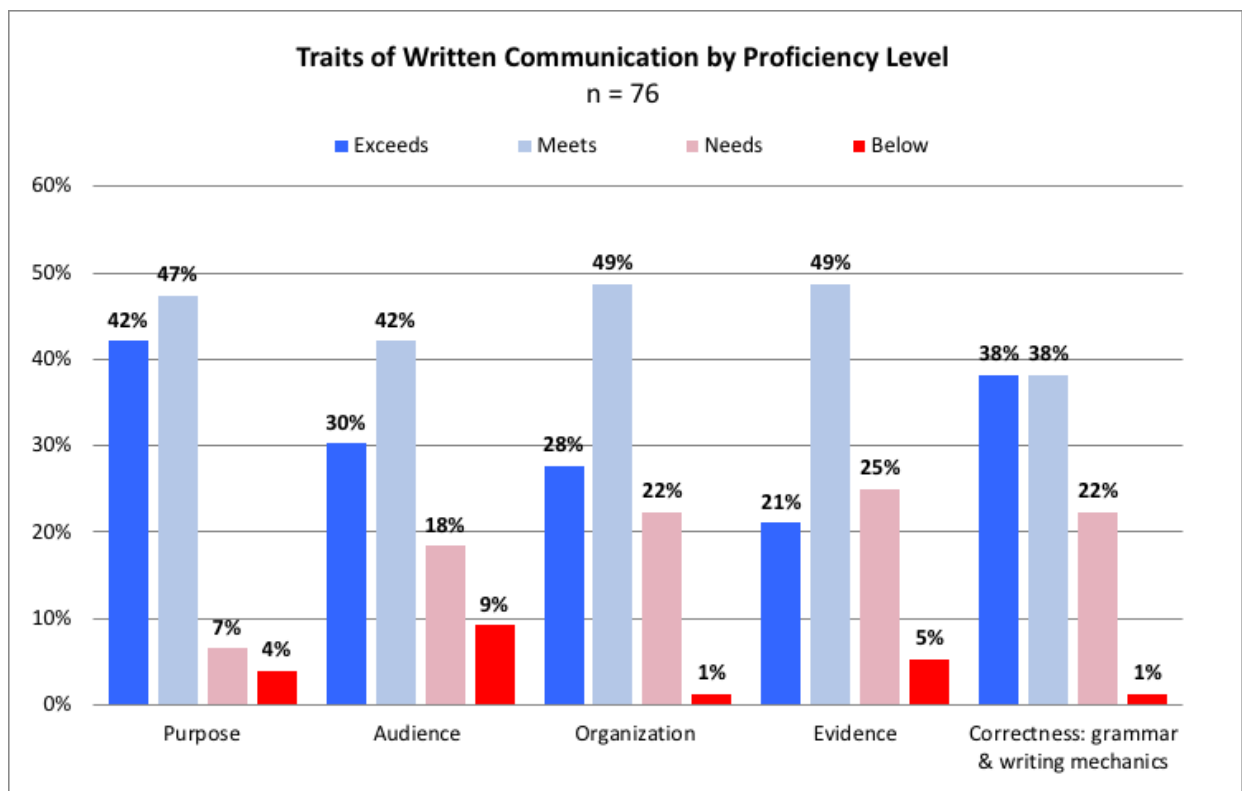
n = 76	<i>Purpose</i>	<i>Audience</i>	<i>Organization</i>	<i>Evidence</i>	<i>Correctness: grammar & writing mechanics</i>
Meets Expectations	89%	72%	76%	70%	76%
Does Not Meet Expectations	11%	28%	24%	30%	24%
Total	100%	100%	100%	100%	100%
Overall Score	77%				

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, scores show students met this performance target.

Detailed Assessment Scores by Individual Traits

By Individual Traits	<i>Purpose</i>	<i>Audience</i>	<i>Organization</i>	<i>Evidence</i>	<i>Correctness: grammar & writing mechanics</i>
Exceeds	42%	30%	28%	21%	38%
Meets	47%	42%	49%	49%	38%
Needs	7%	18%	22%	25%	22%
Below	4%	9%	1%	5%	1%



*Percentages may not add to 100% due to rounding.

Next Steps

- Share report with faculty
- Share report with administrators
- Program Committee to call for review meeting
- Conduct Closing the Loop meeting
- Complete Closing the Loop Handout
- Share Closing the Loop Handout with Curriculum Committee
- Approval by Curriculum Committee
- Share Closing the Loop Handout with Dean's Office'
- Approval by Dean's Office
- Share Closing the Loop Handout with Faculty
- Publish results and findings
- Publish meeting minutes
- Implement Actions
- Track Actions

Written Communication Rubric

L02B: Written Communication				
Traits	Exceeds Expectations (4 pts)	Meets Expectations (3 pts)	Needs Improvement (2 pts)	Below Expectations (1 pts)
Trait 1: <i>Purpose</i>	Writer's purpose is clear and document has clear focus.	Writer's purpose is clear for the most part.	Writer often loses focus on the main point of the document.	Main point of the document is unclear and vague.
Trait 2: <i>Audience</i>	Clearly defined audience, and in this reader's opinion has addressed that audience expertly.	Audience for the document is clear. This reader thinks that the writer has done a good job addressing audience.	The document's treatment of audience is somewhat confusing.	Writer's treatment of audience appears unprofessional and/or it is not clear who is being addressed
Trait 3: <i>Organization</i>	This reader thinks the report has a clear organizational logic. Transitions between ideas are handled well.	Report is organized effectively. Document's organization could be refined/ tightened.	This reader thinks the document must be organized more effectively, as readers will be confused or misled.	Little coherent structure in this document. The document is confusing.
Trait 4: <i>Evidence</i>	Writer has made excellent use of research and sources, helping strengthen/build the argument with this material.	Writer made good use of research and sources, citing well. In a few places the document's main point could have been strengthened with additional evidence.	Document would be substantially strengthened with more/better evidence, and/or the evidence presented is formatted in a sloppy, distracting manner.	The document is weak because of a lack of evidence and support, and/or the evidence used is formatted so poorly that it's difficult to tell what is cited.
Trait 5: <i>Correctness: grammar & writing mechanics</i>	This reader noticed few errors, if any. The document is clear, and the writer shows considerable mastery of the language.	Some grammatical/mechanical errors, but those errors did not interfere with the reader's understanding of the document's purpose.	Numerous grammatical/mechanical errors, and those errors interfered at times with the reader's understanding of the document's purpose.	Many grammatical/mechanical errors. Difficult to understand, and the reader questioned the writer's professionalism

source: LeBow College of
Business Drexel University

End of Report