

# ASSURANCE OF LEARNING

## Assessment Report

Program: MBA (Hayward)

Term: Spring 2018 Assignments; Assessed Fall 2018

<b>Learning Objective</b>	2B: Students who graduate will apply advanced written communication skills.
<b>Mapped Course</b>	BUS 693: Seminar in Strategic Management
<b>Campus</b>	Hayward
<b>Curriculum Alignment</b>	This is a core course of the MBA program. This course is an integrative capstone experience in which students learn to conduct a strategic situational analysis, identify strategic alternatives, and write an implementation plan for a strategic initiative. Real world organizational opportunities relating to globalization, innovation and sustainability will be emphasized in this course.
<b># Participating Faculty</b>	10 assessors (Pizzassessment #1)
<b>Methods &amp; Procedures</b>	Students submitted individual written reports. Faculty assessed using the MBA Written Communication rubric. Written assignment reflected student work using the Global DNA Capsim simulation.
<b>Assessment Tool</b>	CBE Developed Rubric ( <i>see end of report</i> )
<b>Performance Targets (2)</b>	1. 75% of students will meet expectations. 2. 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, 59% of students met expectations on the learning objective.

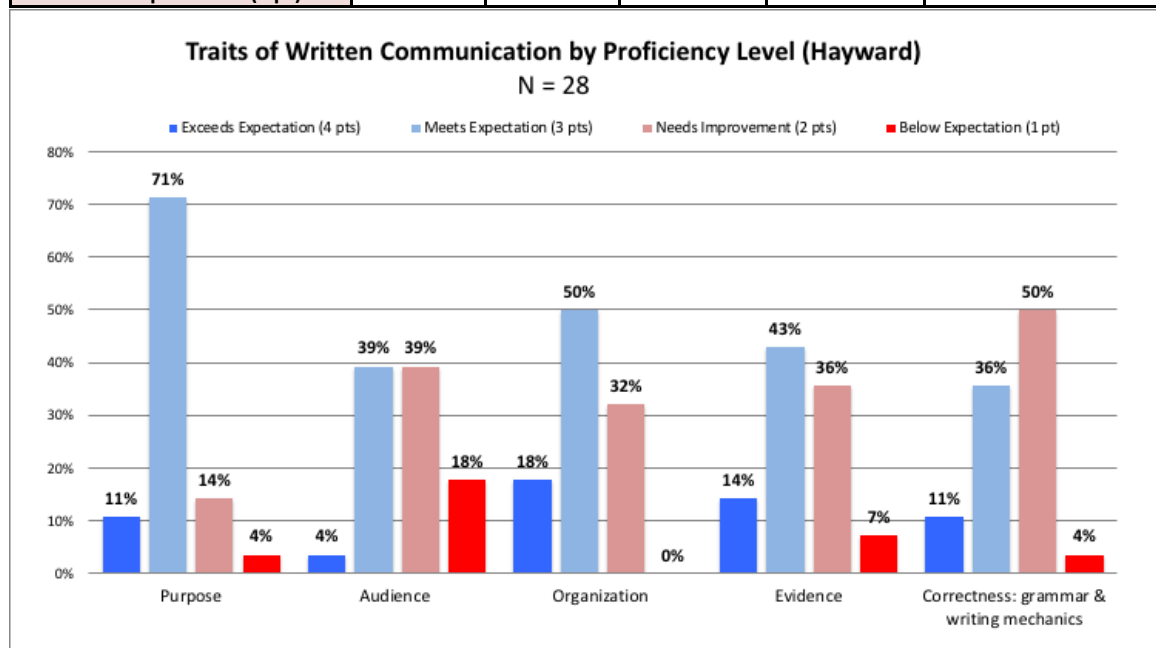
n = 28	Purpose	Audience	Organization	Evidence	Correctness: grammar & writing mechanics
Meets Expectations	82%	43%	68%	57%	46%
Does Not Meet Expectations	18%	57%	32%	43%	54%
Total	100%	100%	100%	100%	100%
Overall Score	59%				

### 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 did not meet this performance target. More than 10% of students scored below expectation on one of the five traits, Audience (21%). One of the five traits scored exactly 10%, Evidence.

#### Detailed Assessment Scores by Individual Traits

By Individual Traits	<i>Purpose</i>	<i>Audience</i>	<i>Organization</i>	<i>Evidence</i>	<i>Correctness: grammar &amp; writing mechanics</i>
Exceeds Expectation (4 pts)	11%	4%	18%	14%	11%
Meets Expectation (3 pts)	71%	39%	50%	43%	36%
Needs Improvement (2 pts)	14%	39%	32%	36%	50%
Below Expectation (1 pt)	4%	18%	0%	7%	4%



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

#### Results

- Performance Target #1 Not Met: Overall score (59).
- Performance Target #2 Not Met: More than or equal to 10% of students scored “1” on Traits 2 & 4.

#### Pizzassessment Faculty Comments:

- Possibly have teaching faculty notify students of rubric and/or have teaching faculty state assessed traits in the assignment prompt.
- Possibly modify the MBA Written Communication rubric to be more advanced than the current version.

#### Written Communication Rubric

L02B: Written Communication				
Traits	Exceeds Expectations (4 pts)	Meets Expectations (3 pts)	Needs Improvement (2 pts)	Below Expectations (1 pts)
<b>Trait 1:</b> <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.
<b>Trait 2:</b> <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
<b>Trait 3:</b> <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.
<b>Trait 4:</b> <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.
<b>Trait 5:</b> <i>Correctness: grammar &amp; 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