ASSURANCE OF LEARNING

Assessment Report

Program: MSBA   **Term:** Spring 2019

LEARNING OBJECTIVE	**LO 4A:** Students who graduate will develop effective written communication skills in conveying project ideas, activities, and findings.
MAPPED COURSE	**BAN 693:** Capstone Project
CURRICULUM ALIGNMENT	Courses mapped as introducing LO 4A: BAN 612 Courses mapped as developing LO 4A: BAN 620 Courses mapped as mastering LO 4A: BAN 693
# OF PARTICIPATING FACULTY	1
METHODS & PROCEDURES	Faculty assessed this learning objective using the student capstone project. The capstone project consists of an individual written paper that includes application of various data analytics.
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, 90% of students met expectations on the learning objective. A total of 15 students were assessed.

| n = 15	Meaning & Development	Organization	Language	Conventions
Meets Expectations	100%	100%	87%	73%
Does Not Meet Expectations	0%	0%	13%	27%
Total	100%	100%	100%	100%
Overall Score	90%			

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. Results show students met this assessment target. No students were assessed as below expectations on any rubric trait. Yet, areas that can be discussed for improvement are Trait 4: Conventions and Trait 3: Language. The areas scored 27% and 13%, respectively, in needing improvement.

Detailed Assessment Scores by Individual Traits

By Individual Traits	Meaning & Development	Organization	Language	Conventions
Exceeds	27%	27%	20%	33%
Meets	73%	73%	67%	40%
Needs	0%	0%	13%	27%
Below	0%	0%	0%	0%

Traits of Written Communication by Proficiency Level
n = 15
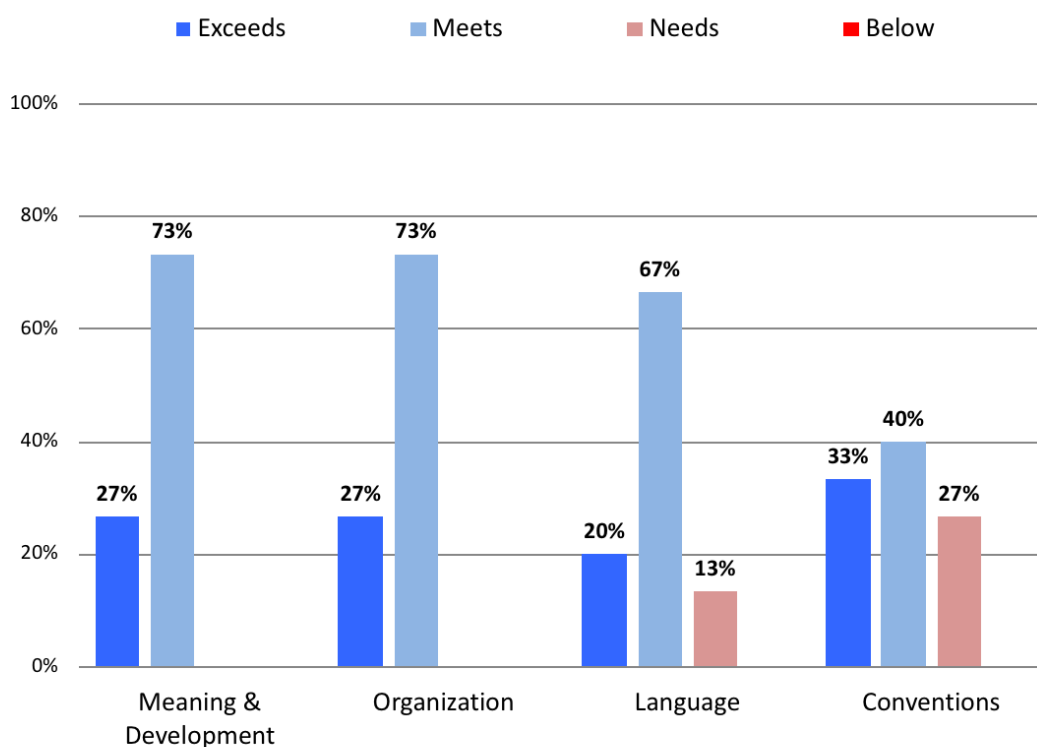
Percentages may not add to 100% due to rounding.

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

LO 4A: Written Communication

Trait	Below Expectation (1 pt)	Needs Improvement (2 pts)	Meets Expectation (3 pts)	Exceeds Expectation (4 pts)
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.

End of Report