ASSESSMENT REPORT
California State University East Bay
College of Business and Economics

Summary

Program	Program in College of Business and Economics
Learning Goal	LG 3: Students who graduate will be effective communicators in a diverse and global environment.
Learning Objective	LO 3B: Students who graduate will apply effective written communication 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)	MGMT 603
Assessment Date(s)	Fall 2020
Artifacts Archival	Rubric score sheets saved.
Performance Targets	At least 70% of students will meet expectations on overall rubric score.
Results to Targets	% of student overall rubric score meet or exceed expectations.

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 list the number and percentage of students' scoring for each trait.
- The percentage of students scoring below expectations for each trait is highlighted in green.
- The bottom two rows show the percentage of students meeting or exceeding expectations for each trait and the percentage of student overall scores meeting or exceeding expectations (highlighted in yellow).

Results

	Trait 1: *Purpose*	Trait 2: *Audience*	Trait 3: *Organization*	Trait 4: *Evidence*	Trait 5: *Correctness: grammar & writing mechanics*
Exceeds Expectation (5)	6	8	6	4	4
Percentage	33%	45%	33%	22%	22%
Meets Expectation (3-4)	12	10	12	10	10
Percentage	67%	55%	67%	54%	54%
Below Expectation (1-2)	0	0	0	4	4
Percentage	0%	0%	0%	23%	23%
Total Number of Students	18	18	18	18	18
Meets or Exceeds by Trait	100%	100%	100%	77%	77%
Overall Meets or Exceeds	81%				

Rubric

LO2B: Written Communication				
Traits	**Exceeds Expectations** (4 pts)	**Meets Expectations** (3 pts)	**Needs Improvement** (2 pts)	**Below Expectations** (1 pts)
Trait 1: *Purpose*	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: *Audience*	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: *Organization*	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: *Evidence*	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: *Correctness: grammar & writing mechanics*	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