

ASSESSMENT REPORT

California State University East Bay
College of Business and Economics

Summary

Program	Program in College of Business and Economics
Learning Goal	LG 2: Students who graduate will have leadership, team-building, and advanced communication skills in diverse and cross-cultural managerial environments.
Learning Objective	LO 2A: Students who graduate will demonstrate leadership and teamwork skills.
Rubric	Used to assess student work or artifact. Available at AOL website and end of report.
Assessed Course(s)	MGMT 601
Assessment Date(s)	Fall 2019
Artifacts Archival	Rubric score sheets saved.
Performance Targets	At least 70% of students will meet expectations on overall rubric score.
Results to Targets	100% meet 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).
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Results

	Trait 1:	Trait 2:	Trait 3:	Trait 4:	Trait 5:	Trait 6:
Exceeds Expectation (6-8)	11	21	21	18	19	19
<i>Percentage</i>	34%	66%	66%	56%	59%	59%
Meets Expectation (3-5)	21	11	11	14	13	13
<i>Percentage</i>	66%	34%	34%	44%	41%	41%
Below Expectation (0-2)	0	0	0	0	0	0
<i>Percentage</i>	0%	0%	0%	0%	0%	0%
<i>Total Number of Students</i>	32	32	32	32	32	32
Meets or Exceeds by Trait	100%	100%	100%	100%	100%	68%
Overall Meets or Exceeds	100%					

Rubric

LO2A: Leadership & Teamwork			
Traits	Exceeds Expectations (6-8 pts)	Meets Expectations (3-5 pts)	Below Expectations (0-2 pts)
Trait 1: Preparation: <i>Student is prepared for meetings</i>	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: <i>Student contributes ideas to meetings</i>	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: <i>Student offers to take responsibility for group tasks</i>	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: <i>Student motivates team members to contribute to the accomplishment of team goals</i>	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: <i>Student assigns tasks and responsibilities to other members</i>	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: <i>Student helps to find solutions to interpersonal conflict between group members.</i>	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