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 data-driven decision makers.
Learning Objective	LO 3A: Students who graduate will perform quantitative analyses and apply advanced technological tools to solve complex business problems.
Rubric	Used to assess student work or artifact. Available at AOL website and end of report.
Assessed Course(s)	MGMT San Ramon F2020
Assessment Date(s)	March 9, 2020
Artifacts Archival	Rubric score sheets saved.
Performance Targets	At least 70% of students will meet expectations on overall rubric score.
Results to Targets	100% 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: Organize and visualize quantitative data using software (example, data tables, graphs, charts, diagrams, etc.) and produce initial data analysis.	Trait 2: Applies appropriate method(s)/ procedure(s)/ Formulation	Trait 3: Consider Stakeholders (including self-reflection)	Trait 4: Discuss potential business implications based on the results obtained
Exceeds Expectation (5)	25	20	23	25
Percentage	86%	68%	79%	86%
Meets Expectation (3-4)	4	9	6	4
Percentage	14%	32%	21%	14%
Below Expectation (1-2)	0	0	0	0
Percentage	0%	0%	0%	0%
Total Number of Students	29	29	29	29
Percentage	100%	100%	100%	100%
Meets or Exceeds by Trait	100%	100%	100%	100%
Overall Meets or Exceeds	100%			

Rubric

LO3A: Quantitative Problem Solving			
Traits	**Exceeds Expectations** (5 pts)	**Meets Expectations** (3-4 pts)	**Below Expectations** (0-2 pts)
Trait 1: Organize and visualize quantitative data using software (example, data tables, graphs, charts, diagrams, etc.) and produce initial data analysis.	Effective and efficient use of software tools to accurately and appropriately display quantitative data. Files are well organized.	Good use of software tools to perform initial analysis but may have some minor errors. Files are mostly well organized and readable.	Major errors are present. Files are poorly organized and difficult to read.
Trait 2: *Applies appropriate method(s)/ procedure(s)/ formulation.*	Provide a correct model formulation for the problem, and select an appropriate statistical or quantitative method(s)/procedure(s) to solve the problem. Explain why the method(s)/ procedure(s) are appropriate for the problem.	There are minor errors in the model formulation and/or choice of the statistical and quantitative procedures to analyze the problem. Not all of the factors that influence the appropriate procedures have been explained.	Major errors are present. No approach taken or approach was unclear.
Trait 3: *Solve and analyze the problem and interpret the solution results.*	Apply the appropriate statistical/quantitative procedures and software tools to solve and analyze the problem.	Analysis is mostly complete and correct but may have a few minor errors in the interpretation of results.	Major errors in the interpretation of results. An analysis of results was not attempted or impossible to follow.
Trait 4: *Discuss potential business implications based on the results obtained.*	Interpretation of the results obtained is logical, correct, and explained clearly. Appropriate use of terminology and symbols; and correct units of measurement.	There are a few problems with the use of terminology and symbols, and/or correct units of measure.	Little or no attempt at the practical application of the results obtained in a broader business context.
			source: SFSU MBA

End of Report