

**Student Learning Outcomes Committee 2010  
Department/Program Assessment Results Report**

**Department/Program:** Business Administration, Undergraduate Program  
**Degree/Program:** BSBA (Common Goals)  
**Date Submitted:** 4-1-10

The purpose of this report is to communicate the assessment activities that have taken place during the last academic year, as well as to convey how the results are being used *to improve student learning at the program level*. The report should be kept as succinct as is possible, while answering the following questions clearly and conscientiously:

**I. Working from your assessment report of last year, please discuss some changes made or strategies implemented in response to last year's results.**

Last year's assessment report discussed the assessment of two goals and their corresponding student learning outcomes<sup>1</sup>:

**Goal 3: Ethical Reasoning - Distinguish and analyze ethical problems that occur in business and society, and choose and defend ethical solutions.**

Learning Outcomes:

**SLO 3.1:** Explain the various ethical dimensions of business decision making, along with the roles of various affected parties.

**SLO 3.2:** Assess the ethics of decision alternatives using different ethical decision rules.

**Goal 4: Essential Business Principles - Demonstrate an understanding of the major functional areas of Business.**

Learning Outcomes:

**SLO 4.1:** Describe basic concepts in each major functional area of business.

**SLO 4.2:** Apply techniques and theories from various areas of Business to business situations.

Last year's report detailed the results of the assessment of Goal 3 which suggested that our students have a reasonably strong foundation in the theoretical aspects of ethical reasoning. As a result of this finding, we have continued with our existing approach to the achievement of this goal. Students are required to complete BA 300 (Ethical Decision Making in Business) as a prerequisite to the capstone strategic integration course in the BSBA.

Also detailed in last year's report were the results of an annual assessment of Goal 4. These results indicated that, as in the past, students' command of essential business principles continues to be weakest in the areas of statistics and finance. The CBA Undergraduate Committee has struggled to find the best approach to addressing these findings. While curriculum change to include more required statistics and finance in our students' programs might be ideal, it is not realistic in the current environment of severely constrained resources. Further, discussion with

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<sup>1</sup> Goal 3 has three corresponding SLOs however the third (SLO 3.3) has not yet been assessed due to timing and placement issues in the curriculum (as detailed in last year's report). It will be assessed when Goal 3 is again assessed in the second cycle.

CBA faculty have suggested that student challenges with these two topics (statistics and finance) as measured by the BAT exam are generally believed to be the result of student forgetting rather than lacking of initial learning (the BAT is given in the college capstone course). As a result, as described in last year's report, the following was suggested as an approach to be developed in the coming year:

“ . . . a series of “tool kits” for our students should be developed. These are envisioned as a series of relatively short, self-paced reviews devoted to each of the sub-discipline topics that we wish students to know as the result of their BSBA program. Current thinking is that the tool kit reviews would be available online, perhaps through Black Board, and that students could access them as necessary and at will. Access would not be tied to a specific course. Based on our assessment results, the first two topic areas targeted for proto-type development of tool kits are Statistics and Finance. Work on development is expected to continue throughout the calendar year 2009.”

In late Spring 2009 (after the 2009 Annual Assessment Report had been submitted), the CBA Director of Assessment was made aware of an opportunity to make use of online review content available through an outside provider, Skillsoft. Supported by a contribution from the SDSU College of Extended Studies, units on campus (academic and otherwise) could pilot the use of Skillsoft during Fall semester 2009. This opportunity appeared worthy of trial prior to the internal development of review toolkits as described above and hence a pilot program using Skillsoft was developed and implemented during the Fall 2009 semester.

The pilot program began by mapping Skillsoft content to essential business knowledge learning outcomes. From this initial mapping a set of customized online review courses (two in Finance and three in Statistics) were developed. In order to ensure that students would attempt the reviews, the effort was included as part of MGT 405 (the capstone strategy course in the college). It was implemented in a single section of the course, with 125 students enrolled. The instructor agreed to award participation points for engaging in the review. Students were introduced to the review by the CBA Director of Undergraduate Programs and a representative of Skillsoft. A period of five and one half weeks was allowed for students, working on their own time, to complete the reviews. During the period 96.8% (121 students) participated. The five and one half week period culminated with the administration of the Business Assessment Test.

Results showed that student performance on the BAT in Finance improved but held constant with previous years in Statistics. Detailed results are found in Appendix I. While the Skillsoft pilot program offered some evidence to suggest that reviewing weak essential business knowledge areas was potentially fruitful, it was fraught with numerous student complaints that suggest that obtaining full faculty buy-in across all sections of the capstone strategy course would be difficult to obtain. This issue, however, is secondary to the reality that given the current budget crisis being experienced by San Diego State University, resources do not exist within the college to obtain a license for Skillsoft.

### **Additional Changes**

Although not driven by last year's assessment results, an additional change was made during the past year - to the assessment plan for the BSBA (Common Goals) program in the College of Business. In this case, the college's outside accrediting agency, the Association to Advance Collegiate Schools of Business (AACSB) added a requirement that accredited schools include specific attention to globalization in their learning goals and curriculum. As a result, at a

meeting on May 13, 2009 the CBA Undergraduate Committee adopted the following new goal and corresponding student learning outcomes for the BSBA program:

**Global Perspective** – *Demonstrate a global perspective and an understanding of the dynamics of the global economy in making decisions.*

**Student Learning Outcomes:**

- *Identify and describe the impact of the global economy on business decisions.*
- *Explain and apply a global perspective in making business decisions.*

Assessment of the goal will be included in the assessment rotation (as detailed in the next section of this report). Discussion of appropriate means for the assessment of the goal is currently taking place.

## **II. Drawing upon the goals and objectives contained in the department/program student learning assessment plan, what was the focus of the department's student learning assessment for the past academic year?**

- A. This section should list the student learning goals and objectives that were the focus for the report year (selected from your complete set of goals and objectives).
- B. It would also be helpful to note here the student learning goals and objectives that you intend to assess during the next year.

The College of Business Administration (CBA) has a set of common goals for all undergraduate students (since all students are in the BSBA program). Additionally, each major and specialization within the college has a set of goals specific to that major or specialization. This report focuses on the set of common goals. Assessment of goals specific to the major or specialization is reported separately.

With the addition of the globalization goal described in the previous section there are five goals (each with corresponding student learning outcomes) that are common to the BSBA program<sup>2</sup>. They are:

### **Goal 1: Written and Oral Communication - Communicate effectively with individuals, teams, and large groups, both in writing and orally.**

Learning Outcomes:

- **SLO 1.1:** Write well-organized and grammatically correct papers including letters, memos, case analyses, and research reports.
- **SLO 1.2:** Make effective oral presentations that are informative as well as persuasive, as appropriate.

### **Goal 2: Analytical and Critical Thinking Skills - Demonstrate effective analytical and critical thinking skills to make an appropriate decision in a complex situation.**

Learning Outcomes:

- **SLO 2.1:** Collect and organize critical data and information to solve a problem.

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<sup>2</sup> Note that the goals have been renumbered since the addition of the new globalization goal to allow Essential Business Knowledge (formerly #4, now #5) to remain last since it is assessed every year.

- **SLO 2.2:** Find appropriate models and frameworks to analyze information and follow logical steps to reach an effective decision.

**Goal 3: Ethical Reasoning - Distinguish and analyze ethical problems that occur in business and society, and choose and defend ethical solutions.**

Learning Outcomes:

- **SLO 3.1:** Explain the various ethical dimensions of business decision making, along with the roles of various affected parties.
- **SLO 3.2:** Assess the ethics of decision alternatives using different ethical decision rules.
- **SLO 3.3:** Apply ethical decision-making rules to cases drawn from various business sub-disciplines.

**Goal 4: Global Perspective – Demonstrate a global perspective and an understanding of the dynamics of the global economy in making decisions.**

Learning Outcomes:

- **SLO 4.1:** Identify and describe the impact of the global economy on business decisions.
- **SLO 4.2:** Explain and apply a global perspective in making business decisions.

**Goal 5: Essential Business Principles - Demonstrate an understanding of the major functional areas of Business.**

Learning Outcomes:

- **SLO 5.1:** Describe basic concepts in each major functional area of business.
- **SLO 5.2:** Apply techniques and theories from various areas of Business to business situations.

In the first cycle of program assessment (concluded last year), Goals 1-3 were assessed on a rotating basis, one each year, while Goal 5 (formerly Goal 4) was assessed annually. With the additional of the new Globalization goal this pattern would have produced a five year cycle (Goal #1 was split and took two years to assess). The AACSB, however, has recently mandated that a program complete two full cycles of assessment in a five year period. As a result the pace of goal assessment has been stepped up for the second cycle and beyond.

The following table details the timeline for assessment of these goals:

GOAL	CYCLE #1	CYCLE #2
Goal #1 (Oral Communication Component Only)	2004-2005 (Discussed in Assessment Report dated 10-15-05)	Assessed in Fall 2008, Results detailed in this report
Goal #1 (Written Communication Component Only)	2005-2006 (Discussed in Assessment Report dated 4-1-07)	Assessed in Spring 2009, Results detailed in this report
Goal #2 (Analytic and Critical Thinking Skills)	2006-2007 (Discussed in Assessment Report dated 4-1-08)	Assessed in Fall 2009, Results to be detailed in the 2011 report
Goal #3 (Ethical Reasoning)	2007-2008 (Discussed in Assessment Report dated 4-1-09)	Assessed in Spring 2010, Results to be detailed in the 2011 report
Goal #4 (Global	Not Applicable – Goal adopted in May	Assessed in Fall 2010



Perspective)	2009.	Results to be detailed in the 2012 report
Goal #5 (Essential Business Principles)	Assessed Annually (Latest results discussed in current report)	Assessed Annually, Latest results detailed in this report

Note that the schedule for Cycle #2 calls for completion of a full cycle in a two and one half year period hence allowing for the completion of two full cycles in a five year period as now mandated by the AACSB. Cycle #3 will begin in Spring 2011 and reporting of the results of Goal #1 (Cycle #3) will be detailed in the 2012 Annual Assessment report.

### III. What information was collected, how much, and by whom?

- A. This section should briefly describe the methodology used to examine the targeted goals and objectives. Please attach relevant scoring rubrics, surveys, or other materials used to examine student learning to the back of the report, as Appendices.
- B. Please note that the expectation here is that programs will make use of *direct* measures of student learning outcomes.

#### Goal #1: Communication (Oral Skills Component)

In the Cycle #1 assessment of our students' oral communication skills (2004-2005) results indicated that an acceptable majority of students' skills were adequate. There was still sentiment, however, that improvement was possible and desirable. Hence a College of Business Administration (CBA) Oral Communication Skills Rubric (Appendix II) was developed by the CBA Assessment Committee. A rubric to assess oral skills had been used when this SLO was assessed in Cycle #1 however that rubric was rudimentary and lacked description. The rubric that was developed following Cycle #1 assessment of oral skills was intended not only to be used in assessing students' skills in this area but also to serve as a learning tool for students due to its rich descriptions of the various criteria comprising strong oral communication. Following its development the rubric was, and still is, distributed to all CBA faculty each semester. The faculty is strongly encouraged to not only use it in their grading but also to distribute it and discuss it with students. It is positioned as representing the CBA's expectations for our students' oral communication skills.

Oral Communication was assessed during Fall semester 2008 in a number of capstone courses throughout the CBA. Prior to the collection of data, the UG Committee discussed and ultimately set the following benchmarks:

- 85% of our students should meet or exceed expectations for oral communication skills
- 50% of our students should exceed expectations for oral communication skills.

Seven members of the CBA Undergraduate Committee participated in a training and norming session in November 2008. The session involved reviewing and discussing the CBA Oral Skills rubric, watching a video of four presentations, rating the presentations, and then discussing. Following the training session the committee members attended capstone courses where presentations were being made and rated those presentations using the rubric. Committee members were specifically assigned to assess in courses not in their disciplinary expertise so as to allow full concentration on oral skills exclusively. A sample size of 60 students/presentations was used.

This information is further detailed in Appendix III.

### Goal #1: Communication (Written Skills Component)

In the Cycle #1 assessment of our students' written communication skills (2005-2006), results indicated that our students were generally "approaching standards". This was generally deemed unsatisfactory although no specific benchmarks were set. Following the assessment CBA faculty were provided with specific recommendations regarding means to improve student writing. Further, in parallel with what was described previously for oral skills, a College of Business Administration (CBA) Written Communication Skills Rubric (Appendix IV) was developed by the CBA Assessment Committee. As noted previously for the oral skills rubric, the written skills rubric was also developed following Cycle #1 assessment of communication skills and was intended not only to be used in assessing students' written skills but also to serve as a learning tool for students due to its rich descriptions of the various criteria comprising strong written communication. Following its development the rubric was, and still is, distributed to all CBA faculty each semester. The faculty is strongly encouraged to not only use it in their grading but also to distribute it and discuss it with students. It is positioned as representing the CBA's expectations for our students' written communication skills.

In preparing for the Cycle #2 assessment of written communication the CBA Undergraduate Committee discussed various approaches. A significant sample of individual student writing was needed. Further, this sample should come from an assignment completed at a point in a student's program when most if not all of his/her formal writing instruction was complete. It was determined that the Writing Proficiency Exam (WPA), a university requirement completed by students between their sophomore and junior years met the needs. The WPA is evaluated by university raters using a rubric that assessed both written communication skills and critical thinking skills. Due to this confounding, an analysis was undertaken that compared the WPA rubric to the CBA Written Communication Skills rubric (Appendix III). The analysis resulted in the following conclusions:

#### Error Possibilities

- **Type I Error** (Student is poor writer but is judged as meeting expectations due to strong critical thinking)
  - WPA score of 8 (Meets Expectations) cannot occur even if student scores highest possible on critical thinking dimensions, hence: No Problem.
- **Type II Error** (Student is good writer but is judged as below expectations due to poor critical thinking)
  - WPA score of 8 (Meets Expectations) will occur even if student scores lowest possible on critical thinking dimensions, hence: No Problem.
- **CONCLUSION:** WPA rubric is an adequate measure of student writing skills.

As a result of this conclusion, written communication was assessed during Spring semester 2009 using WPA scores from 1,816 upper-division College of Business Students who had taken the exam sometime in the previous three semesters. This represents approximately 75% of all students enrolled in upper-division in the CBA. Prior to the collection of data, the UG Committee discussed and ultimately set the following benchmarks:

- 85% of our students should meet or exceed expectations for written communication skills
- 50% of our students should exceed expectations for written communication skills.

This information is further detailed in Appendix V.

Goal #5: Essential Business Principles

The College of Business Administration participated in the CSU Business Assessment Test (BAT) during Spring semester 2009. This is the sixth time the CBA has participated in the exam. The BAT exam consists of 80 multiple choice questions drawn from a pool of questions developed by a consortium of CSU business schools and administered through CSU Long Beach. The exam covers seven content areas deemed to represent the essential business principles that all undergraduate business majors should have mastered. The areas are: Accounting, Economics, Finance, Information Systems, Management, Marketing, and Statistics. The exam was administered during Spring 2009 in a majority of the MGT 405 sections<sup>3</sup>. MGT 405 is the capstone course required of all students in the B.S.B.A. program. A total of 474 seniors took the exam. This represents 72.4% of the students enrolled in the capstone course in the Spring semester and 42.3% of the annual enrollment in the capstone course in 2008-2009. Exams were graded by the BAT Test Administration at CSU Long Beach and results were sent to SDSU.

**IV. What conclusions were drawn on the basis of the information collected?**

- A. This section should briefly describe the results (in summary form) in regard to how well students have met the targeted goals and objectives. For example, what percentage of students met the objectives? Is this a satisfactory level of performance? What areas need improvement?
- B. Whenever it is possible to do so, please organize and present collected data by way of tables and/or graphs. [Note: the committee expects and welcomes both quantitative and qualitative data, so this suggestion should not be construed as seeking quantitative data only.]

Goal #1: Communication (Oral Skills Component)

Table 1 summarizes the results of the oral communication skills assessment.

**TABLE 1**

<b>CRITERION</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Organization</b>	8.4%	48.3%	43.3%
<b>Voice Quality &amp; Pace</b>	11.7%	50.0%	38.3%
<b>Mannerisms &amp; Body Language</b>	10.0%	51.7%	38.3%
<b>Professionalism &amp; Appearance</b>	5.0%	40.0%	55.0%
<b>Rapport with Audience &amp; Use of Media</b>	18.3%	53.4%	28.3%

The following conclusions relative to the established benchmarks for oral communication skills were drawn based on the data in Table 1:

Benchmark: 85% of our students should Meet Expectations.

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<sup>3</sup> The BAT is designed for a 75 minute class period hence could not be administered in MGT 405 sections that meet three times per week for 50 minutes per class period.

YES

- Organization
- Voice Quality & Pace
- Mannerisms & Body Language
- Professionalism & Appearance

NO

- Rapport with Audience & Use of Media

Benchmark: 50% of our students should Exceed Expectations.

YES

- Professionalism & Appearance

NO

- Organization
- Voice Quality & Pace
- Mannerisms & Body Language
- Rapport with Audience & Use of Media

Due to the refinement of the rubric used to assess oral skills between Cycle #1 and Cycle #2, it was not possible to compare our students' performances on each criterion. There were however, three criteria that were assessed in both 2004-2005 and 2008. For these the conclusion was drawn that our students' oral communication skills have declined:

- ORGANIZATION: % "Above Average" down 12.6%
- RAPPORT: % "Above Average" down 25.3%
- DELIVERY: % "Above Average" down 19.6%.

Subsequent discussion by the CBA Undergraduate Committee resulted in the identification of a variety of possible explanations for the decline. These include:

- Improvements in the assessment process
- Insufficient time for the CBA Oral Communication Skills rubric to be internalized by students (*first distributed in early Fall 2008*)
- Lack of time in IDS 290 (Business Communication) to cover oral communication
- Reduction in skill practice opportunities for students as class sizes have increased.

This information is further detailed in Appendix III.

#### Goal #1: Communication (Written Skills Component)

Based on the 1,816 WPA scores used in the assessment, the following was determined:

- 29% of students Exceeded Expectations
- 55% of students Met Expectations
- 16% of students Failed to Meet Expectations.

Established benchmarks indicated that "85% should meet or exceed expectations". Results indicated that 84% did meet or exceed expectations.

Established benchmarks indicated that "50% should exceed expectations". Results indicated that 29% did exceed expectations.

This information is further detailed in Appendix V.

#### Goal #5: Essential Business Principles

The average score earned by SDSU students on the BAT exam was 55.33% (Adjusted), 51.48% (Unadjusted)<sup>4</sup>. This represents a slight improvement from average performance when the exam was administered in Spring 2008 (Adjusted Mean: 54.86%, Unadjusted Mean: 50.80). Average performance placed SDSU students second in campus rankings across the nine CSU schools that administered the test during the 2008-2009 academic year. Appendix VI contains a short Power Point presentation that was used to present the results of the assessment to various constituencies in the College of Business.

As in past years and as would be predicted, students majoring in a particular field did better in that sub-test than non-majors. Overall, students performed strongest in the content areas of Marketing and Management and weakest in the content areas of Finance and Statistics. This is consistent with results from previous administrations of the exam. As detailed in Section I of this report, an effort was undertaken in Fall 2009 to strengthen student skills in Finance and Statistics.

#### **V. How will the information be used to inform decision-making, planning, and improvement?**

- A. This section should describe the strategies that will be implemented for program improvement as a result of the conclusions drawn from the assessment activities.
- B. The program change may pertain to curricular revision, faculty development, student services, resource management, and/or any other activity that connects to student success.

#### Goal #1: Communication (Oral Skills Components)

Students were generally found to meet the CBA's expectations in the area of oral communication skills but not exceed those skills at the level desired by the college. Further, it appears that there has possibly been some decline in these skills between 2004-2005 and Fall 2008. While it is acknowledged that changes in the assessment process and the relatively short time that the CBA Oral Communications Skills rubric had been in distribution may have accounted for at least a portion of the decline, the college is concerned that a reduction (in some cases an absence) of emphasis on oral skills in the required Business Communication class and a reduction in practice opportunities as class sizes have increased have also contributed to the decline. Even if the decline is solely attributable to the first two of these possibilities, it is still the desire of the CBA to boost a larger percentage of our students to exceed our expectations for this important communication outcome.

Based on the CBA Undergraduate Committee's experience in training for the oral skills assessment completed in Fall 2008, the idea for a required assignment for all Business Communication skills classes was discussed and developed. The assignment is an in-class exercise that involves students discussing the CBA Oral Communication Skills Rubric in order to produce a norming effect then viewing a video of student presentations. During and immediately following the video the students are asked to rate each of the presenters using the rubric. After rating, the class then discusses their evaluations. This exercise was refined

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<sup>4</sup> Beginning in 2008 the exam was scored both adjusted and unadjusted. The adjusted scoring removed 22 of the 80 items which had been determined to be of questionable validity. Since scores prior to 2008 are only unadjusted, both scores are reported here so that comparisons to pre-2008 assessments can be made.

and presented to the 2009 North Carolina Assessment Symposium by the CBA Director of Assessment. It was further piloted during the Summer of 2009 in a single section of Business Communication (IDS 290). Beginning in Fall semester 2009, all sections of Business Communication will include this assignment/exercise in their syllabus with a full class period devoted to it.

Goal #2: Communication (Written Skills Components)

The use of the WPA exam as an assessment of our students' written communication skills provides the advantage that a significant "closing the loop" vehicle is already associated with it. Students who score at a level that equates to meeting expectations (rather than exceeding them) are required to take a "W" course. A "W" course is an upper-division writing course. Students who score at a level that equates to falling below expectations are required to take a remedial lower-division writing course and then to follow that with an upper-division "W" course. A variety of "W" courses are offered across the university including two in the CBA: IDS 390W, Reporting for Accountants (required of all Accounting majors) and IDS 396W, Reporting Techniques for Business Professionals (required of all Information Systems majors and open to all majors in the CBA other than Accounting). Students required to take a "W" course as a result of weak WPA performance may choose any course with that designation from across the university however many CBA students choose the "W" courses offered in their college. Plans are in place to administer a writing exam, similar in nature to the WPA, to students in IDS 390W and IDS 396W during Spring semester 2010. Students will take the exam near the end of the course (perhaps as part of their final exam) and results will be analyzed to assess whether this "closing the loop" activity has indeed improved writing skills.

Goal #5: Essential Business Principles

The Skillsoft Pilot Program detailed in Section 1 (and Appendix I) of this report represents a significant step forward in developing an approach to "close the loop" and strengthen our students' skills in the essential business principles where they have been found weakest. Unfortunately the budget crisis that SDSU, the CSU, and more broadly the state of California are currently facing means that resources to acquire a license for Skillsoft are not available. Hence at this time the Undergraduate Committee is forced to discuss, once again, alternative means for addressing our students' mastery of essential business principles. Currently being examined is the idea of internally developed reviews (if they can be created without resources).

**Report completed by:** Kathleen A. Krentler, Director of Undergraduate Programs

**Date:** March 15, 2010

## Appendix I

### Skillsoft Pilot Program for Closing the Loop in Essential Business Knowledge

# CLOSING THE LOOP IN ESSENTIAL BUSINESS KNOWLEDGE

A Pilot Program Using Skillsoft

## Essential Business Knowledge

Goal:

Demonstrate an understanding of the major functional areas of Business.

Learning Outcomes:

- ▣ Describe basic concepts in each major functional area of business.
- ▣ Apply techniques and theories from various areas of Business to business situations.

## Essential Business Knowledge

- ▣ Assessed via The Business Assessment Test (BAT)
  - 80 MC questions covering the disciplines of Accounting, Business Law, Economics, Finance, Information Systems, Management, Marketing, Statistics
  - Developed by and administered through a consortium of CSU business schools
  - SDSU participation since 2004

## BAT Performance SDSU Longitudinal Comparisons

Year	Unadjusted Mean	Adjusted Mean
2009	51.48%	55.33%
2008	50.80%	54.86%
2007	50.25%	
2006	50.10%	
2005	50.25%	
2004	50.63%	

## Essential Business Knowledge

Two Weakest Sub-Tests in every BAT administration:

- Finance
- Statistics

	2006	2007	2008	2009
<b>Finance</b>	41.67%	40.91%	41.32%	41.49%
<b>Statistics</b>	36.66%	37.23%	37.19%	38.10%

## How to Close the Loop

Challenges:

- Believing in the Data
  - ▣ Faculty support for reliability & validity of test
  - ▣ Lack of Learning vs. Forgetting?
- Fixing the Problem
  - ▣ Adding Courses?
  - ▣ Reinforcing Material?

## Skillsoft to the Rescue!

- ▣ UG Committee proposes development of review but how to proceed?
- ▣ Skillsoft provides content in needed areas
- ▣ Pilot available for Fall 2009
- ▣ Challenges:
  - Where to place review?
  - Faculty cooperation?
  - Incentivizing students?

## The Process

- ▣ Company rep begins by mapping EBK goals to Skillsoft courses and lessons
- ▣ Finance & Statistics content experts (from CBA faculty) identify specific Skillsoft material to be included
- ▣ Skillsoft builds student interface that includes appropriate material
- ▣ Skillsoft rep and Director of UG Programs introduce review & software to capstone class



## The Experiment Begins

- Students given 5 ½ weeks to complete
- Reminders and Encouragement provided by course instructor
- 5 ½ week period will culminate with BAT
- At 5 weeks, only 33% of the class has even attempted to log on
  - Log in problems, needed technical support
- Plans are made to split class in comparing BAT results

## Ah, procrastination

Participation Level:	121 of 125 students	96.8%
	# who started (of 121)	# who completed (of starters)
<b>FINANCE COURSES</b>		
The Principles of Financial Mgt	100% (121)	93.4% (113)
The Ins & Outs of Capital Budgeting	86.8% (105)	87.6% (92)
<b>STATISTICS COURSES</b>		
Probability Distributions & Measurement	74.4% (90)	64.4% (58)
Basic Statistics & Graphical Methods	91.7% (111)	84.7% (94)
Hypothesis Testing & Tests for Means	65.3% (79)	69.6% (55)
Fully completed all 5 parts of the review	43.0% of class (52 students)	
Average number of minutes spent in each course, across all participants	79.92 (1.33 hours)	

## BAT RESULTS

	SS Pilot Group	2009	2008	2007	2006
<b>Overall</b>	54.75%	51.48	50.80	50.25%	50.10%
<b>Finance</b>	47.51%	41.49%	41.32%	40.91%	41.67%
<b>Statistics</b>	37.98%	38.10%	37.19%	37.23%	36.66%

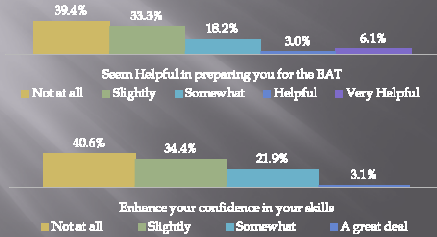
### NOTES

- All scores reported unadjusted for comparative purposes
- SS Pilot group test had some revised questions in Finance & Statistics hence rendering comparison less reliable

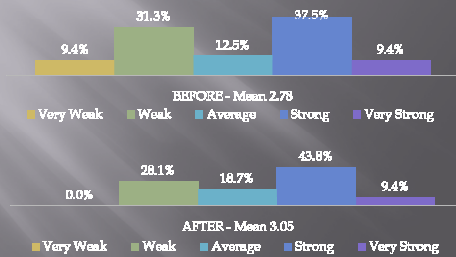
## STUDENT SATISFACTION SURVEY

(29.8% response rate)

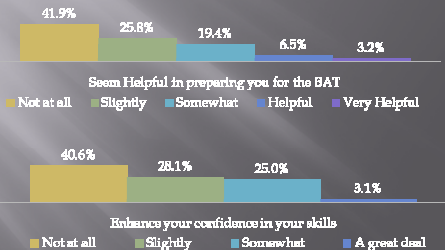
### “In Finance, did the Skillsoft review . . . “



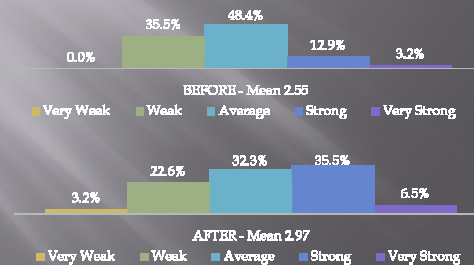
### “Rate your skills in Finance . . . “



### “In Statistics, did the Skillsoft review . . . “

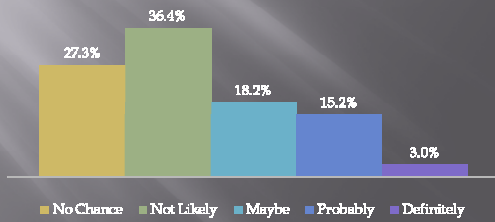


### “Rate your skills in Statistics . . . “





**Rate the likelihood that you would have participated in the review if you had been offered the opportunity, understood that the review might enhance your skills in these areas, but had not been offered participation credit:**



**Comments on ease of use of Skillsoft. Was the software clear and easy to use? What challenges did you have with the "mechanics" of using the software?**

**POSITIVE - 26.3%**

☐ *"Clear and easy to use. You were guided through the hole [sic] process of completing the courses."*

**NEGATIVE - 73.7%**

☐ *"Not user friendly, difficult to navigate, took forever to load the lessons, wasted more time waiting than actually going through the lessons."*

**Comments on the idea and/or value of reviewing material in discipline areas where CBA students have been found to be weak. Suggestions for other ways in which we can aid students in strengthening their skills in essential business principles.**

• VAST MAJORITY FELT IT WAS AN INTRUSION ON THEIR TIME AND DID NOT SEEM AT ALL CONCERNED THAT THEIR SKILLS IN SOME AREAS WERE WEAK:

*"Half of the "skills" it went over are not things that I will need to use in my future."*

• OTHER VIEWS OR CONSTRUCTIVE SUGGESTIONS WERE RARE:

*"I definitely needed a review of both finance and statistics. I feel that after I took the classes a year ago, I forgot everything. I would suggest incorporating either a review course required to graduate of both of these subjects or at least incorporating the information of both subjects within the course work of your senior/ or last year classes in the business program."*

**Appendix II**  
**College of Business Administration Oral Communication Skills Rubric**



College of Business Administration

## ORAL COMMUNICATION RUBRIC

*If this rubric is used to assign grades, the instructor will:*

1. Decide how to weight the criteria (equal weight or otherwise).
2. Assign points to each of the three categories – this could be as simple as 1, 2, 3 for the categories or may allow for a range within categories (for example Below Expectations will be 0-1, Meets Expectations will be 2-3, Exceeds Expectations will be 4-5). Differing point ranges may be assigned in the categories. For example, a point system that translates directly to a 100% grade scale might give the Below Expectations a bigger range (0-6) with Meets Expectations a 7-8 and Exceeds Expectations a 9-10.
3. Complete a copy of the rubric for each student and compute the weighted score for the student.

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	POINTS
<b>Organization</b>	No opening and/or closing statements or irrelevant opening/closing statements. Loses focus more than once. Does not manage time effectively. No logical sequence of information. Mechanistic.	Offers some type of opening and closing statements. Follows logical sequence but structure could be better. May need more elaboration on one or more points. Adequate time management, but could be stronger.	Clear opening and closing statements. Catches audience's interest, provides overview/conclusion. Follows logical sequence, stays focused, good explanations. Effective time management and strong transitions. Strong mental take away for audience.	_____
<b>Voice Quality &amp; Pace</b>	Mumbles, mispronounces words, grammatical errors, "umms". Difficult to understand. Speaks too quietly or too loudly. Speaks too fast or too slow. Loses train of thought, tentative. Lacks enthusiasm.	Easily understood. Speaks loud enough to be heard and at appropriate pace. Some awkward pauses or halting delivery but mostly clear and natural. Could display greater enthusiasm, seem more genuinely interested in own presentation.	Enthusiastic and engaging. Speaks clearly and loudly enough at a comfortable pace. Exudes confidence and interest. No grammatical or pronunciation errors. Presentation appears conversational, extemporaneous, and natural.	_____
<b>Mannerisms &amp; Body Language</b>	Demonstrates distracting mannerisms which may include bad posture, shifting feet, too much or too little hand movement. Body language reveals reluctance to interact with audience. Seems fearful/very nervous.	No significantly distracting mannerisms. Acceptable posture. Body language mostly demonstrates comfort in interacting with audience but occasional instances of discomfort may be communicated. Seems natural for the most part.	Body language used effectively to maintain audience's interest. Body language reflects presenter's reaction to, and empathy with, the audience. Gestures match verbal content, are comfortable and relaxed, seem spontaneous.	_____
<b>Professionalism &amp; Appearance</b>	Does not meet minimum requirements for business dress. Makes excuses for aspects of the presentation. Inappropriate word choice for audience. Inappropriately informal.	Meets minimum standards for business dress and appearance. Generally treats audience professionally, acceptable word choice (no slang). May seem to lack confidence at times. Reasonably credible.	Dressed appropriately. Appearance engenders respect and credibility. Treats audience professionally. Speaker appears confident and has good command of the topic.	_____
<b>Rapport with</b>	Does not connect with	Tries to maintain eye	Genuinely connects with	_____

<b>Audience &amp; Use of Media</b>	audience. Little to no eye contact. Reads. Relies heavily on slides and/or notes. Attempts to cover too many slides or lingers too long on too few slides.	contact most of the time but instances may be fleeting in length. Scans the room. Some reliance on notes or slides.	audience. Maintains eye contact throughout. Visuals (slides, etc.) effortlessly enhance speech.	_____
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# Appendix III

## Presentation Used to inform CBA of Oral Communication Skills Assessment

# BSBA Oral Communication Skills

**Goal: Communicate effectively with individuals, teams, and large groups, both in writing and orally.**

Student Learning Outcome: Make effective oral presentations that are informative as well as persuasive, as appropriate.

Assessed: 2004, 2008

### Where do our students learn oral communication skills?

### Where do our students practice oral communication skills?

- COMM 103 – Oral Communication
  - General Education requirement for all students.
- IDS 290 – Business Communication
  - Preparation for Business requirement for all Pre-Business students (with the exception of those planning to major in Accounting).
  - Accounting majors alternatively take IDS 390W (Reporting Techniques for Accountants)
  - Info Systems majors additionally take IDS 396W (Reporting Techniques for Business Professionals)
- The CBA Oral Communication Skills Rubric
  - Distributed throughout the college in all courses

- COMM 103
- IDS 290
- MGT 405 (Required college-wide capstone)
- ACC 422, FIN 423, IDS 492, MKT 479 (Required capstone courses across majors)
- Additional advanced courses across majors

### How do we assess our students' oral communication skills?

### Assessment Conducted:

Changes in process occurred between 2004 & 2008:

- |   |   |
|---|---|
| <p style="text-align: center; color: yellow;"><b>2004</b></p> <ul style="list-style-type: none"> <li>■ Instructors in Capstone Courses listened to presentations</li> <li>■ Instructors rated presenters using skeletal rubric</li> <li>■ No training or norming for raters</li> <li>■ Students were not given rubric beforehand</li> </ul> | <p style="text-align: center; color: yellow;"><b>2008</b></p> <ul style="list-style-type: none"> <li>■ Trained raters listen to presentations made in capstone courses across the college.</li> <li>■ Assessments made using the CBA Oral Communication Skills rubric</li> <li>■ Students had received the rubric beforehand</li> </ul> |
|---|---|

- Fall Semester 2004 in the following courses:
  - ACC 421, FIN 423, IDS 492, MGT 454
  - Sample Size: 293
- Fall Semester 2008 in the following courses:
  - FIN 423, MGT 405, MKT 479
  - Sample Size: 60

## 2004 Rubric

	Poor	Fair	Good
Organization	1	2	3
Eye Contact	1	2	3
Delivery	1	2	3
Visual Aids	1	2	3

## ORAL COMMUNICATION RUBRIC 2008 Rubric

SAN DIEGO STATE UNIVERSITY  
College of Business Administration

If this rubric is used to assign grades, the instructor will:  
1. Decide how to weight the criteria (equal weight or otherwise).  
2. Assign points to each of the three categories – this could be as simple as 1, 2, 3 for the categories or may allow for a range within categories (for example: Below Expectations will be 0-5, Meets Expectations will be 6-8, Exceeds Expectations will be 9-10). Offering point ranges may be assigned to the categories. For example, a point system that translates directly to a letter grade could give the Below Expectations a range of 1-4, Meets Expectations a range of 5-8 and Exceeds Expectations a range of 9-10.  
3. Complete a copy of the rubric for each student and compute the weighted score for the student.

	Below Expectations	Meets Expectations	Exceeds Expectations	POINTS
Organization	Meets the criteria for organization of content, but lacks a clear introduction, conclusion, and transition between points. The speaker may lose track of the main points.	Meets the criteria for organization of content, but lacks a clear introduction, conclusion, and transition between points. The speaker may lose track of the main points.	Meets the criteria for organization of content, but lacks a clear introduction, conclusion, and transition between points. The speaker may lose track of the main points.	1
Visual Quality & Fair	Visuals are not used or are of poor quality. Visuals are not integrated into the presentation.	Visuals are used and are of good quality. Visuals are integrated into the presentation.	Visuals are used and are of excellent quality. Visuals are integrated into the presentation.	1
Eye Contact & Body Language	Speaker does not make eye contact. Body language is poor. Speaker is not aware of their own body language.	Speaker makes eye contact. Body language is good. Speaker is aware of their own body language.	Speaker makes excellent eye contact. Body language is excellent. Speaker is very aware of their own body language.	1
Delivery & Appearance	Speaker does not speak clearly. Speaker is not confident. Speaker is not professional.	Speaker speaks clearly. Speaker is confident. Speaker is professional.	Speaker speaks very clearly. Speaker is very confident. Speaker is very professional.	1
Support with Address to Audience	Speaker does not address the audience. Speaker is not aware of the audience's needs.	Speaker addresses the audience. Speaker is aware of the audience's needs.	Speaker addresses the audience very well. Speaker is very aware of the audience's needs.	1

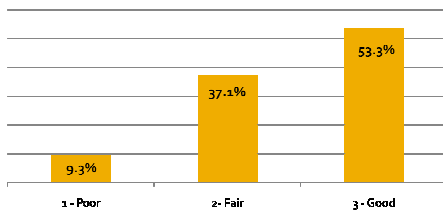
## What do we expect of our students?

- 85% of our students should meet or exceed expectations for oral communication skills
- 50% of our students should exceed expectations for oral communication skills

# RESULTS

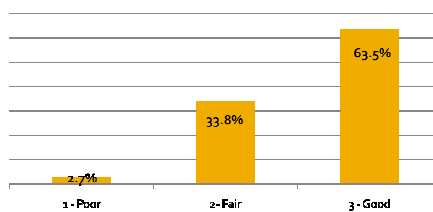
2004

## Organization



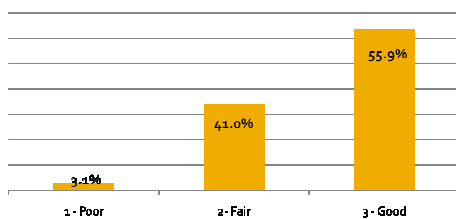
"85% should meet or exceed expectations"; 90.4% did meet or exceed expectations  
"50% should exceed expectations"; 53.3% did exceed expectations

## Eye Contact



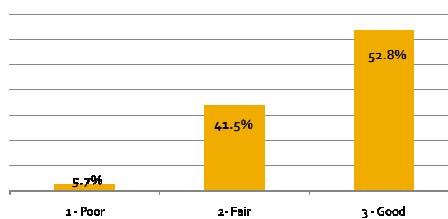
"85% should meet or exceed expectations"; 97.3% did meet or exceed expectations  
"50% should exceed expectations"; 63.5% did exceed expectations

## Delivery



"85% should meet or exceed expectations"; 96.9% did meet or exceed expectations  
"50% should exceed expectations"; 55.9% did exceed expectations

## Visual Aids



"85% should meet or exceed expectations"; 94.3% did meet or exceed expectations  
"50% should exceed expectations"; 52.8% did exceed expectations

## Results Summary

"85% OF OUR STUDENTS SHOULD MEET OR EXCEED EXPECTATIONS"

- YES
  - Organization
  - Eye Contact
  - Delivery
  - Visual Aids

"50% OF OUR STUDENTS SHOULD EXCEED EXPECTATIONS"

- YES
  - Organization
  - Eye Contact
  - Delivery
  - Visual Aids

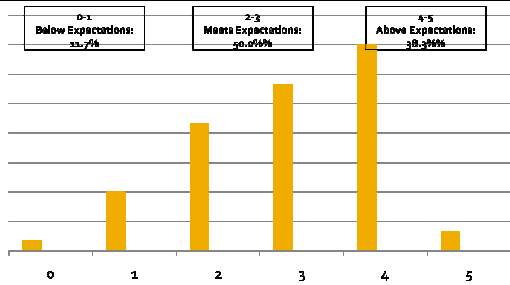
## Closing the Loop

- No changes indicated based on assessment results
- There was a sense, however, that the assessment process could be improved
- It was also deemed valuable to develop and widely distribute a more complete CBA Oral Communication Skills rubric as a means of conveying the college's expectations in this area to our students

# RESULTS

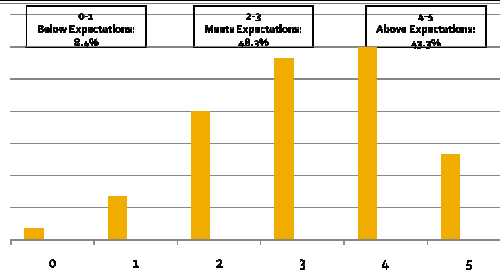
2008

## Voice Quality & Pace



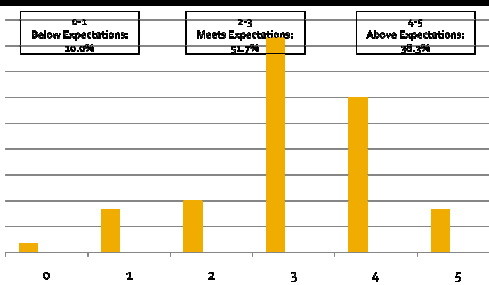
"85% should meet or exceed expectations"; 88.3% did meet or exceed expectations  
 "50% should exceed expectations"; 38.3% did exceed expectations

## Organization



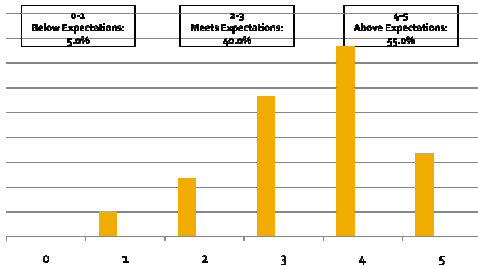
"85% should meet or exceed expectations"; 91.6% did meet or exceed expectations  
 "50% should exceed expectations"; 43.3% did exceed expectations

## Mannerisms & Body Language



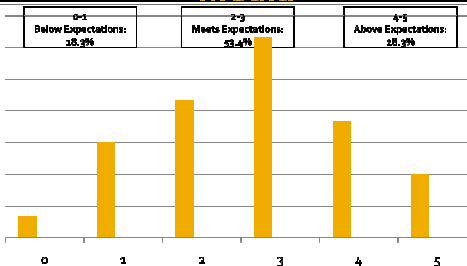
"85% should meet or exceed expectations"; 90.0% did meet or exceed expectations  
 "50% should exceed expectations"; 38.3% did exceed expectations

## Professionalism & Appearance



"85% should meet or exceed expectations"; 95.0% did meet or exceed expectations  
 "50% should exceed expectations"; 55.0% did exceed expectations

## Rapport With Audience & Use of Media



"85% should meet or exceed expectations"; 81.7% did meet or exceed expectations  
 "50% should exceed expectations"; 28.3% did exceed expectations

## Results Summary

"85% OF OUR STUDENTS SHOULD MEET OR EXCEED EXPECTATIONS"

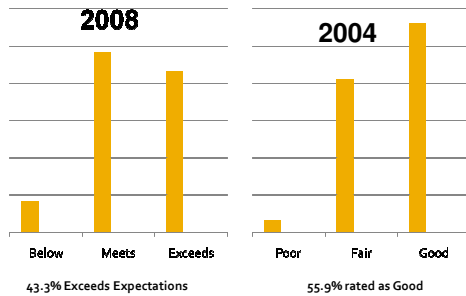
- YES
  - Organization
  - Voice Quality & Pace
  - Mannerisms & Body Language
  - Professionalism & Appearance
- NO
  - Rapport with Audience & Use of Media

"50% OF OUR STUDENTS SHOULD EXCEED EXPECTATIONS"

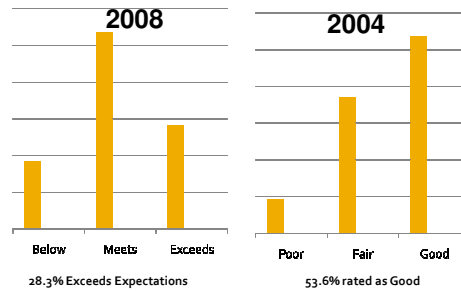
- YES
  - Professionalism & Appearance
- NO
  - Organization
  - Voice Quality & Pace
  - Mannerisms & Body Language
  - Rapport with Audience & Use of Media

## Results Comparison 2004, 2008

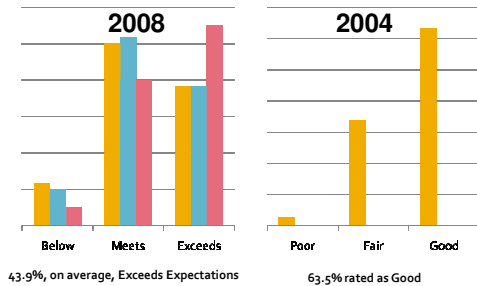
## Organization



## Rapport vs. Eye Contact



## Voice Quality, Mannerisms, & Professionalism vs. Delivery



## Comparison Summary

- Students Oral Communication Skills have declined:
  - ORGANIZATION: % "Above Average" down 12.6%
  - RAPPORT: % "Above Average" down 25.3%
  - DELIVERY: % "Above Average" down 19.6%

## Possible Explanations for Decline

- Improvements in the assessment process
- Insufficient time for the CBA Oral Communication Skills rubric to be internalized by students (*first distributed in early Fall 2008*)
- Lack of time in IDS 290 (Business Communication) to cover oral comm.
- Reduction in skill practice opportunities for students as class sizes have increased

## Closing the Loop

- A common exercise to be completed in all sections of IDS 290 (Business Communication) was developed and implemented
  - Students review the CBA Oral Skills rubric
  - Discuss the rubric and establish norms
  - View a DVD of 4 presenters & rate each using the rubric
  - Compare and discuss their ratings

**Appendix IV**  
**College of Business Administration Written Communication Skills Rubric**



College of Business Administration

## WRITTEN COMMUNICATION RUBRIC

*If this rubric is used to assign grades, the instructor will:*

1. Decide how to weight the criteria (equal weight or otherwise).
2. Assign points to each of the three categories – this could be as simple as 1, 2, 3 for the categories or may allow for a range within categories (for example Below Expectations will be 0-1, Meets Expectations will be 2-3, Exceeds Expectations will be 4-5). Differing point ranges may be assigned in the categories. For example, a point system that translates directly to a 100% grade scale might give the Below Expectations a bigger range (0-6) with Meets Expectations a 7-8 and Exceeds Expectations a 9-10.
3. Complete a copy of the rubric for each student and compute the weighted score for the student.

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>POINTS</b>
<b>Content</b>	Does not adequately cover the assigned task. The primary thesis may not be clear or if it is, little topic development is evident. Assertions made in the writing are either weakly supported or no support is offered.	The assigned task is covered sufficiently. The primary thesis is clear but there is some room for further development of the topic. Support is offered for assertions that are made but that support could be stronger, more compelling or more inclusive of all issues.	The assigned task is thoroughly covered and completed. The primary thesis is clear and fully developed. Assertions made throughout the writing are compelling and clearly supported.	_____
<b>Organization</b>	Paper lacks logical sequence hence causing format to interfere with readability. Does not use proper paragraphing. Topic sentences do not lead to rest of paragraph or are missing altogether.	Paper follows logical sequence with identifiable beginning, development, and conclusion. Generally proper use of paragraph structure and topic sentences. Organization and/or headings help the reader to follow and find information.	Paper flows well with appropriate beginning, development, and conclusion. Paragraph structure contributes to flow and transitions. Organization and/or headings help the reader to understand and remember information.	_____
<b>Audience</b>	Writer is internally focused rather than focused on the reader. No clear awareness or understanding of the audience is evident. Writer may appear discourteous to the reader.	Writer acknowledges the reader and displays some thought about the nature of the audience. Reader is treated politely and positively. No evidence of inappropriate attitude.	Writer clearly focuses writing to the audience, and displays empathy for the reader. Goodwill is created through consideration of the reader's needs. Message tailored directly for the reader.	_____
<b>Style</b>	Overuse of simple sentences. May misuse words or idioms. May include slang. Wordy rather than concise. Writing shows lack of sophistication or variety in vocabulary. Awkward. Little or no use of business terms.	Sentences vary in length and style. Strong action verbs are used. Occasionally uses jargon or clichés. Vocabulary and word usage generally is correct and shows some variety. Uses business terms appropriately.	Demonstrates a sophisticated grasp of the language in terms of both sentence structure and vocabulary. Writes fluidly and concisely. Includes appropriate business terms.	_____



Mechanics	Significant errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Errors undermine credibility of content and readability.	Relatively free of errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Mechanics do not detract from credibility of the content.	No errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Strong mechanics help to establish credibility.	_____
Referencing	References (if called for) are missing or do not use correct referencing style.	Generally correct referencing (if called for) using APA or MLA style.	References (if called for) are consistently correct using APA or MLA style. No missing citations.	_____

## Appendix V Presentation Used to inform CBA of Written Communication Skills Assessment

# BSBA Written Communication Skills

**Goal: Communicate effectively with individuals, teams, and large groups, both in writing and orally.**

**Student Learning Outcome: Write well-organized and grammatically correct papers including letters, memos, case analyses, and research reports.**

**Assessed: 2005, 2009**

### Where do our students learn written communication skills?

- Remedial Rhetoric & Writing Course (TWS 92A, 92B, 94, 97) if competency not proven at admission
- RWS 100 (Rhetoric of Written Argument)
- RWS 200 (Rhetoric of Written Arguments in Context)
  - *Both are General Education requirements for all students.*
- IDS 290 (Business Communication)
  - Required of all Pre-Business students except Accounting majors
- IDS 390W (Reporting Techniques for Accountants)
  - Required for Accounting majors
- IDS 396W (Reporting Techniques for Business Professionals)
  - Required for IDS majors, elective for other majors
- Reinforced by:
  - The CBA Written Communication Skills Rubric (*developed in Spring 2008*)
  - *Distributed throughout the college in all courses*

### Where do our students practice written communication skills?

- RWS 100, RWS 200
- Additional General Education courses
- Additional Preparation for the major courses
- IDS 290
- IDS 390W, IDS 396W
- Additional advanced courses across majors

### How do we assess our students' written communication skills?

Changes in process occurred between 2005 & 2009:

#### 2005

- Samples of writing were drawn from CBA capstone courses across all majors
- 3 CBA faculty with experience in rating writing used self-devised rubric to rate
- Rubric was not distributed to students

#### 2009

- Performance on the WPA (Writing Proficiency Assessment test) was adopted as measure
- WPA is significant individual writing assignment with high stakes
- WPA is assessed using common rubric that students have access to

### Assessment Conducted:

- *Fall Semester 2005 in the following courses:*
  - ACC 422, FIN 423, IDS 492, MGT 405, MKT 479
  - *Sample Size: 92*
- *Spring 2009 CBA upper-division students WPA scores evaluated*
  - *Sample Size: 1,816*

## 2005 Rubric

	Most Exceeds Standards (8-10)	Approaching Standards (5-7)	Less than adequate (3-5)	Limited (0-3)	SCORE
Planning	Written work has clear and appropriate beginning, development, and conclusion. Paragraphing and transitions are also clear and appropriate. Descriptive headings show writing plan.	Written work has adequate beginning, development, and conclusion. Paragraphing and transitions are also adequate. Headings show writing plan.	Written work has weak beginning, development, and conclusion. Paragraphing and transitions are also deficient. Headings not clear or missing.	Organizational structure and paragraphing have serious and persistent errors.	Out of 10
Development	The length of the written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence, cited by in-text references and a source list in conventional format. No apparent plagiarism.	The length of the written work is sufficient to cover the topic, and assertions are supported by evidence, cited by references and a conventional source list. No apparent plagiarism.	Written work does not do an adequate job of covering the assigned topic, and assertions are weakly supported by evidence. Citations or source list missing or not consistently formatted. Possible plagiarism.	Written work does not cover the assigned topic, and assertions are not supported by evidence. Citations and/or source list are missing. May have some cut and paste plagiarism.	Out of 10
Mechanics (Use 1/2 the points above in this section)	(4-5) Written work has no major errors in word selection use, sentence structure, spelling, punctuation, and capitalization.	(3) Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	(2) Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	(0-1) Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Out of 5

## 2009: Using the WPA to assess

WPA rubric mapped to CBA Written Communications Rubric . . .

WPA CBA Rubric	WPA Score: 2-7 (Below Expectations)	WPA Score: 8-9 (Meets Expectations)	WPA Score: 10-12 (Exceeds Expectations)
<b>Content</b>	Writing prompt is inadequately or minimally addressed. Does not adequately cover the assigned task. The primary thesis may not be clear or if it is, little topic development is evident. Assertions made in the writing are either weakly supported or no support is offered.	Writing prompt is adequately addressed. The assigned task is covered sufficiently. The primary thesis is clear but there is some room for further development of the topic. Support is offered for assertions that are made but that support could be stronger, more compelling or more inclusive of all issues.	Writing prompt is proficiently or effectively & entirely addressed. The assigned task is thoroughly covered and completed. The primary thesis is clear and fully developed. Assertions made throughout the writing are compelling and clearly supported.
<b>Organization</b>	Structure is forced and difficult to follow. May also be rambling or incomplete. Paper lacks logical sequence hence causing format to interfere with readability. Does not use proper paragraphing. Topic sentences do not lead to rest of paragraph or are missing altogether.	Structure is functional, yet mechanical. Paper follows logical sequence with identifiable beginning, development, and conclusion. Generally proper use of paragraph structure and topic sentences. Organization and/or headings help the reader to follow and find information.	Structure is clear, meeting the needs of the analysis or may further the aims of the analysis. Paper flows well with appropriate beginning, development, and conclusion. Paragraph structure contributes to flow and transitions. Organization and/or headings help the reader to understand and remember information.
<b>Audience</b>	Not Addressed. Writer is internally focused rather than focused on the reader. No clear awareness or understanding of the audience is evident. Writer may appear discursive to the reader.	Not Addressed. Writer acknowledges the reader and displays some thought about the nature of the audience. Reader is treated politely and positively. No evidence of inappropriate attitude.	Not Addressed. Writer clearly focuses writing to the audience, and displays empathy for the reader. Goodwill is created through consideration of the reader's needs. Message tailored directly for the reader.
<b>Style</b>	Prose at best demonstrates difficulties with syntax and diction, difficulties may be considerable. At worst, prose is incomprehensible. Overuse of simple sentences. May misuse words or idioms. May include slang. Wordy rather than concise. Writing shows lack of sophistication or variety in vocabulary. Awkward. Little or no use of business terms.	Prose style demonstrates difficulties with syntax and diction. Sentences vary in length and style. Strong action verbs are used. Occasionally uses jargon or clichés. Vocabulary and word usage generally is correct and shows some variety. Uses business terms appropriately.	Prose style is good, particularly in terms of varied syntax and diction. Sentences vary in length and style. Demonstrates a sophisticated grasp of the language in terms of both sentence structure and vocabulary. Writes fluently and concisely. Includes appropriate business terms.

# Rubric Comparison Continued

WPA CBA Rubric	WPA Score: 2-7 (Below Expectations)	WPA Score: 8-9 (Meets Expectations)	WPA Score: 10-12 (Exceeds Expectations)
<b>Mechanics</b>	Grammar and mechanics at best are poor, an accumulation of distracting errors. May be very poor hence interfering with meaning. At worst, grammar and mechanics fail, the accumulation of errors rendering the essay unreadable. Significant errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Errors undermine credibility of content and readability.	Grammar and mechanics flaws are noticeable, but few distracting errors are present. Relatively free of errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Mechanics do not detract from credibility of the content.	Grammar and mechanics are solid or very good. Few distracting errors are present. No errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Strong mechanics help to establish credibility.
<b>Referencing</b>	Not Addressed. References (if called for) are missing or do not use correct referencing style.	Not Addressed. Generally correct referencing (if called for) using APA or MLA style.	Not Addressed. References (if called for) are consistently correct using APA or MLA style. No missing citations.
<b>(Critical Thinking I)</b>	Analysis of the reading is confused, repetitive or underdeveloped. May be simplistic or at worst, incoherent. Not Addressed.	Analysis of the reading is present, if minimal. Not Addressed.	Analysis of the reading is at least reasonable, credibly presented, and well developed; may be convincing and fully developed. Not Addressed.
<b>(Critical Thinking II)</b>	Examples and details are sparse and often ill-chosen. At worst, are virtually nonexistent. Not Addressed.	Examples and details support the analysis, but occasionally may be ill chosen. Not Addressed.	Examples and details provide support for the analysis; may be ample and provide strong support for the analysis. Not Addressed.

# Error Possibilities

- **Type I Error** (Student is poor writer but is judged as meeting expectations due to strong critical thinking)
  - WPA score of 8 (Meets Expectations) cannot occur even if student scores highest possible on critical thinking dimensions, hence: No Problem.
- **Type II Error** (Student is good writer but is judged as below expectations due to poor critical thinking)
  - WPA score of 8 (Meets Expectations) will occur even if student scores lowest possible on critical thinking dimensions, hence: No Problem.
- **CONCLUSION:** WPA rubric is an adequate measure of student writing skills.

# What do we expect of our students?

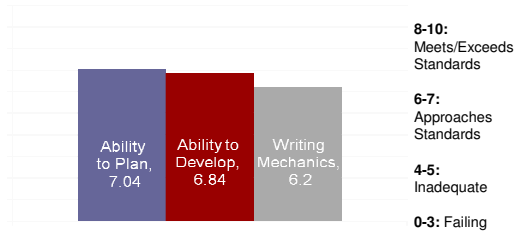
- **BENCHMARKS\*:**
  - 85% of our students should meet or exceed expectations for written communication skills
  - 50% of our students should exceed expectations for written communication skills

\* Benchmarks were set following 2005 initial assessment effort.

# RESULTS

## 2005

# SLO: The student will use clear and concise communication in the written form



2005 assessment did not capture % of students in each category, only averages. This was corrected for subsequent assessment.

## 2005 Results Summary

- Performance was generally determined to be unsatisfactory based on average performance across dimensions.

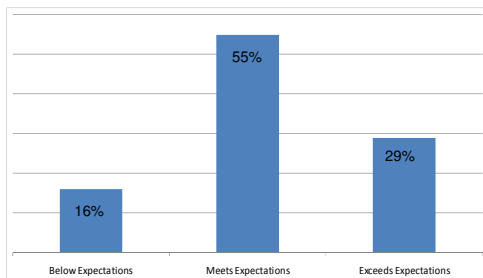
### Closing the Loop:

- CBA Faculty were sent memo reporting results and providing the following recommendations:
  - Provide clear and detailed instructions when making writing assignments.
  - Discuss expected writing style and specify the audience for the assignment.
  - Specify documentation format and design (length, font, spacing).
  - Grade using a rubric that has been distributed to the class.
- CBA Written Communications Rubric was developed and distributed.

# RESULTS

2009

## WPA Scores



"85% should meet or exceed expectations"; 84% did meet or exceed expectations  
"50% should exceed expectations"; 29% did exceed expectations

## 2009 Results Summary

- % of students meeting expectations was very close to benchmark (84% vs. 85%)
- % of students exceeding expectations was significantly below benchmark (29% vs. 50%)
- Closing the Loop:
  - Students scoring below 10 (i.e. Below the "Exceeding Expectations" level) are required to take an upper-division writing course in order to graduate.
  - Students scoring below 8 (i.e. Below the "Meeting Expectations" level) are required to take two additional writing courses (a remedial writing course and then an upper-division writing course) in order to graduate.

## Appendix VI Business Assessment Test Results – 2009

# BUSINESS ASSESSMENT TEST RESULTS

San Diego State University  
2009

## General Method

- 80 Multiple Choice Qs covering all business topics
- Administered to 1,934 test takers on 9 CSU campuses during the 2008-2009 Academic Year
- Questions come from a pool of questions developed across the CSU system
- Analysis in 2007 allowed for the identification of 22 items of questionable validity.
  - Results in years since 2007 are reported both “Unadjusted” (including the 22 items thus allowing for comparisons to previous years’ results) and “Adjusted” (omitting the 22 items thus providing for a more valid test.
  - Efforts underway in Fall 2009 to replace questions – starting with the topics of Finance & Statistics

## SDSU Method

- Exam administered in almost all sections of MGT 405, during regular class time
- 474 students took the exam (24.5% of total sample – largest of all campuses).
- All students received some form of extra credit incentive
  - Not true with all other CSU campuses
- Following 2008 findings that calculator use did not make a difference in performance, test administration has reverted to “No Calculators Allowed”

## Average Performance

	All CSU	SDSU
Mean (Adjusted)	52.60%	55.33%

## Comparative Statistics

CAMPUS	MEAN
#1	64.2%*
#2 - San Diego	55.3%
#3	53.5%
#4	52.3%
#5	52.2%
#6	51.8%
#7	50.1%
#8	49.9%
#9	49.0%

\* n=17

## SDSU Subject Area Results

Percent of questions answered correctly within each subject area (all scores are adjusted to omit 22 questions)

	All	Majors	Non-Majors
Marketing	74.27	80.43	70.77
Management	69.67	72.32	68.69
MIS	60.93	89.58	59.77
Accounting	51.66	76.64	46.74
Economics	53.27		
Business Law	49.24		
Finance	44.38	57.54	40.13
Statistics	42.34		

## A closer look at statistics

- Overall Performance: 42.34%
- 301 Non-Takers 42.44%
  - (FIN, FIN SVC, IB, IS, RE)
- 301 Takers 41.22%
  - (ACC, MGT, MKT)
  - Among 301 Takers:
    - MKT (requires "C") 43.11%
    - Others 43.31%

## Some interesting demographic comparisons . . .

Status	Full-Time	Part-Time	Age	20-25	26-30	31-35	36+
Mean Score	55.4	54.2	Mean Score	55.1	57.7	54.3	53.7

Gender	Male	Female	Hrs Worked	Mean Score	Ethnicity	Mean Score
Mean Score	57.2	53.0	0-10	57.4	Asian	54.3
			11-20	54.3	Black	55.4
			21-30	54.9	Hispanic	50.6
			31-40	54.5	Middle Eastern	55.6
			> 40	54.5	White	57.6
					Other	53.4

Status	Native	Transfer	Home Language	English	Other	English/Other Balanced
Mean Score	56.4	54.7	Mean Score	56.6	49.9	49.3

## SDSU Longitudinal Comparisons

Year	Unadjusted Mean	Adjusted Mean
2009	51.48%	55.33%
2008	50.80%	54.86%
2007	50.25%	
2006	50.10%	
2005	50.25%	
2004	50.63%	