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| Academic Year: | 2017-2018 |
| Degree Program Name: | BS Business Administration |
| Department Name: | Information Systems completes assessment for COB majors |
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| Name of Chair: | H. Michael Chung |
| Campus Extension / email: | HM.Chung@csulb.edu |
| Program Assessment Coordinator: | Lori Brown |
| Campus Extension / email: | Lori.brown@csulb.edu |

1. Which WSCUC core competency for this degree program was assessed over the past year and how is it connected to your Program Learning Outcomes (PLOs)?

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| Written Communication was assessed as the WSCUC core competency for the Bachelors of Business Administration degree program.  To emphasize the significance of written communication skills for graduates, the College of Business (COB) devotes a Program Learning Goal specifically to these skills:  *Students will be able to demonstrate effective oral and written communication skills in English.*  Recognizing the widespread concern about the quality of a graduate’s learning, the COB imbeds assessment of written communication within its core curriculum as a major component of the business communication course required of all graduates.  Written communication is assessed in several ways in the COB.  The formal assessments described in this report include an objective exam series underscoring the elements of essential revision and editing phases of writing most specifically focused upon business and workplace documents, and an analytical research report addressing a business or workplace problem.  |

2. Briefly describe how these outcomes are linked to CSULB's Institutional learning outcomes (http://www.csulb.edu/divisions/aa/assessment/institutional\_objective.html).

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| The COB written communication Program Learning Goal and accompanying assessments align directly with two of the CSULB Institutional Learning Outcomes:  * Graduates will be well-prepared with communication, numeracy and critical thinking skills to successfully join the workforce of California and the world or to pursue advanced study; and
* Graduates will be skilled in collaborative problem-solving, research, and creative activity.

 Both of these CSULB and COB learning outcomes prioritize written communication with its critical thinking and problem-solving properties.  In both cases, the demonstration of written communication skills is linked to the goal of our graduates successfully joining the workforce.  |

3. Briefly describe the direct assessment used to measure this competency.

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| The COB includes two direct assessments of written communication in this report.  The first is a series of exams including one pre-test diagnostic in Week 2, instruction and learning in Weeks 3-8, and two post-tests in Weeks 9 and 12.  These 100-item exams are taken by all business communication students and cover essential components of writing, mechanics, and grammar, with emphasis upon clear, concise, and correct forms of business writing.  A handbook and common resources are used across all sections to aid instruction and learning.    The second assessment is an analytical research report addressing a business or workplace challenge.  The writing process, from idea development, research workshops and critical analysis, pre-writing, drafting, revision and editing is marshalled in this culminating project.  Integration of proprietary databases, digital images, and graphic organizers enrich the process and contemporary element of this course deliverable.  Formative evaluation and feedback take place amidst the writing process.  A rubric is utilized to assess the final student written product.  |

4. What were the results of the assessment? Include also a narrative about what the results suggest about the skills students possess when they graduate from your program.

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| **Assessment Results: Written Communication Exam Series** An expectation of an 80% score is set for these essential written communication skills.  **Semester 1:**  A total of 574 students took the **Pre-instruction Diagnostic Test A**.

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| Exceed 80%  | Met 80%  | Do Not Meet 80%  |
| 59 (9.1%)  | 12 (1.9%)  | 503 (89%)  |

  A total of 637 students took the **Post-Instruction Tests B (Week 9) and C (Week 12)**.   The highest score of Tests B and C is recorded for each student.

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| Exceed 80%  | Met 80%  | Do Not Meet 80%  |
| 383 (60.1%)  | 34 (5.3%)  | 220 (34.6%)  |

 11% of incoming students met or exceeded 80% on this assessment prior to instruction. 65.4% of students met or exceeded 80% following instruction on the two post-instruction assessments. A significant increase in student achievement in post-test assessment demonstrates an effective instructional program for these written communication skills.    **Semester 2:** A total of 578 students took the **Pre-instruction Diagnostic Test A**.

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| Exceed 80%  | Met 80%  | Do Not Meet 80%  |
| 103 (17.8%)  | 9 (1.6%)  | 466 (80.6%)  |

  A total of 576 students took the **Post-Instruction Tests B (Week 9) and C (Week 12)**.   The highest score of Tests B and C is recorded for each student.

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| Exceed 80%  | Met 80%  | Do Not Meet 80%  |
| 321 (55.7%)  | 30 (5.2%)  | 225 (39.1%)  |

  19.4% of incoming students met or exceeded 80% on this assessment prior to instruction. 60.9% of students met or exceeded 80% following instruction on the two post-instruction assessments. A significant increase in student achievement in post-test assessment demonstrates an effective instructional program for these written communication skills.   **Assessment Results:  Written Analytical Research Business Report** A total of 577 students completed an analytical research business report for assessment.

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| Exceed 83%  | Met (74%-82%)  | Do Not Meet (73% or below)  |
| 398 (69%)  | 164 (28.4%)  | 15 (2.6%)  |

  The goal of our written communication program is to enhance the final level of writing proficiency of our graduates.  The pre-post growth demonstrated with the written examination and instruction series is evidence that the resources and instructional processes are working as tools to improve the overall product – writing proficiency.  The actual written analytical research report is a solid demonstration that those skills are translating to increase proficiency in actual business writing for our students.  This fits with the institutional and college learning objectives for written communication.   |

5. How will you use the results used for improving student learning (how are you "closing the loop")?

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| The results of the final product, the written business report, are satisfactorily meeting expectations of proficiency with 97.4% of our students scoring at 74% or above.  The combination of the exam series with instruction coupled with other resources, written assignments, and instruction in the course are providing the necessary tools for students to succeed in this assessment of written communication.  We will seek ways to continuously improve this program of instruction and assessment.   The results of the pre-post test exam series demonstrate a very low level of competency in the basic writing skills being assessed upon student entry to the course and a pattern of exceptional improvement by post-instruction assessment.  However, we seek to improve these numbers to 80% of students scoring 80%+ on post-instruction assessment.  The COB is currently planning to close this loop in three ways.  First, as this assessment instrument and topic for instruction are new to about half of our instructors, we seek to provide increased mentoring for new(er) faculty.  Second, faculty will continue to emphasize the various study methods available for students.  Lastly, this semester, we have begun offering writing workshops to our students beyond the classroom.  |

6. How might the strategies and results of this year’s assessment inform your department’s approach during the next cycle?

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| Our department plans to implement the aforementioned three pronged approach for “closing the loop” in the next cycle, (1) mentoring of new(er) instructors or those with less experience in the teaching of written communication; (2) increase the various student study methods and emphasize their use; and (3) offer workshops in written communication beyond the classroom for students who can benefit from the added exposure to tools and techniques to improve their written communication skills.  |

**7. Please provide an update on actions regarding your MOU if appropriate and attach the update to this report if necessary.**

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| COB has implemented several initiatives to address several issues identified in 2017 MOU. (1). COB has finished embedded core courses’ assessments for undergraduate program and all graduate programs. *Please refer to AACSB CIR (Continuous Improvement Review) Report.* (2). Business Assessment Test (BAT) has raised benchmark to comply with AACSB PRT (Peer Review Team) suggestions. (3). COB has submitted AoL Annual Report (AY 15-16, 16-17 and 17-18) based on BAT assessment reports. (4). COB has implemented systematic written communication assessment to directly linkt to Institutional Learning Outcomes. (5). COB has submitted core competency assessment report of AY 17-18 to assess Quantitative Reasoning. (6). COB has implemented Research Incentive Program in 2017 which aims to reward tenured faculty to engage scholarly activities.  |

Please send the completed report to your College Dean, Interim Vice Provost Jody Cormack, and the Director for Program Review and Assessment Sharlene Sayegh. Please save a copy for your files. If you have any questions, please contact Sharlene at Sharlene.Sayegh@csulb.edu.