

## Fermanian School of Business Core Competencies

### Learning Outcome:

Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

### Outcome Measure:

ETS Proficiency Profile Exam

### Criteria for Success (how do you judge if the students have met your standards):

70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking

### Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data:

	Percentage of Students Marginal or Proficient at Level 2 Reading/Critical Thinking			
	2018-19	2019-20	2020-21	2021-22
ETS Proficiency Profile Level 2 Critical Thinking	76%	70%	66%	61%

**Conclusions Drawn from Data:** The ETS results regarding critical thinking exceeded the 70% target for success for the two academic years ending AY2019-20. However, AY2020-21 results dropped to 66% and in AY2021-22 results dropped to 61% and both were below the target of 70%.

### Changes to be Made Based on Data:

As results have consistently dropped since AY2018-2019 and were below the target in the last two academic years, results will be closely monitored in AY2022-23.

### Rubric Used

No rubric. We use the ETS Proficiency Profile test results

## Fermanian School of Business Core Competencies

### Learning Outcome:

Written: Students will be able to effectively express ideas and information to others through written communication.

### Outcome Measure:

ETS Proficiency Profile Exam

### Criteria for Success (how do you judge if the students have met your standards):

65% of the students will be marginal or proficient at Level 2 Writing

### Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data:

	Percentage at Marginal or Proficient			
	2018-19	2019-20	2020-21	2021-22
ETS Proficiency Profile Level 2 Writing	81%	69%	65%	62%

**Conclusions Drawn from Data:** The ETS results regarding critical thinking exceeded the 65% target for success for AY2018-19, 2019-20, and 2020-21. However, AY2021-22 results dropped to 62%, below the target of 65%.

### Changes to be Made Based on Data:

As results have met or exceed the target previously, no changes recommended at this time. However, since results dropped below the target in 2021-22, results will be closely monitored in AY2022-23.

### Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

## Fermanian School of Business Core Competencies

**Learning Outcome:**

Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

**Outcome Measure:**

ETS Proficiency Profile Exam

**Criteria for Success (how do you judge if the students have met your standards):**

75% of the students will be marginal or proficient at Level 2 Mathematics

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

	Percentage at Marginal or Proficient			
	2018-19	2019-20	2020-21	2021-22
ETS Proficiency Profile Level 2 Mathematics	84%	76%	63%	66%

**Conclusions Drawn from Data:** The ETS results regarding critical thinking exceeded the 75% target for success for AY2018-19 and 2019-20. However, AY2020-21 results dropped to 63% and were well below the target of 75%. In AY2021-22, results improved from the prior year to 66%, but were still below the target of 75%.

**Changes to be Made Based on Data:**

As results have increased from AY2020-21 to AY2021-22, we recommend no changes at this time. Results will be closely monitored in AY2022-23.

**Rubric Used**

No rubric. We use the ETS Proficiency Profile test results.

## Oral Communication Core Competency Assessment

**Learning Outcome:**

PLO #3: Demonstrate effective business communication through both written and verbal means.

**Outcome Measure:**

BUS4089 - Video Cover Letter

**Criteria for Success:**

Average score for each criteria of the AACU Oral Communication Value Rubric will be a 3.0 or higher out of 4.0.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**AACU Oral Communication Value Rubric – Average Rubric Score:**

Course	Semester	# of assessments	Organization	Language	Delivery	Supporting Material	Central Message	Total
BUS489	Fall 2018	28	2.57	2.86	2.82	2.46	2.64	2.67
BUS489	Spring 2019	40	2.88	3.05	2.95	2.85	3.15	2.98
BUS/BBU 489	Summer 2019	54	3.63	3.59	3.22	3.31	3.40	3.43
BUS4089	Fall 2019	18	3.83	3.72	3.22	3.72	3.72	3.64
BUS4089	Spring 2020	28	3.64	3.36	3.07	3.36	3.33	3.35
BUS4089/BBU4089	Summer 2020	70	3.33	3.11	2.94	2.86	3.15	3.08
BUS4089	Fall 2020	40	3.33	3.35	2.80	2.50	3.00	3.00
BUS4089	Spring 2021	40	3.74	3.39	3.11	2.84	3.30	3.28
BUS4089	Spring Mini-Term 2021	30	3.70	3.50	3.47	2.87	3.37	3.38
BUS4089	Summer 2021	44	3.64	3.48	3.34	2.75	3.36	3.31
BUS 4089	Fall 2021	28	3.21	2.89	2.75	2.96	2.89	2.94
BUS 4089	Spring 2022	40	3.18	2.90	2.70	2.77	2.98	2.93

BUS4089/ BBU4089	Summer 2022	78	3.22	3.00	2.69	2.92	3.03	2.97
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**Conclusions Drawn from Data:**

The criteria for success (average of 3.0 or higher out of 4.0) was met in all ten semesters on the rubric criteria area of Organization. The criteria for success (average of 3.0 or higher out of 4.0) was met in eight of the ten semesters on the rubric criteria areas of Language and Central Message. Both were below the criteria of success in two of the last semesters; however, only by a score of 0.11 or less. Scores in the rubric criteria area of Delivery fell below the criteria for success in five of the ten semesters, including the last three semesters. Scores in the rubric criteria area of Supporting Material fell below the criteria for success in eight of the ten semesters, including all last eight semesters.

**Changes to be Made Based on Data:**

Given that scores in the area of Delivery were below 3.0 during the last three semesters, this area will be closely monitored.

The area of Supporting Material has been below the criteria for success during the most recent eight periods. Based upon assessor feedback, the student instructions and the rubric do not appear to be in sync. The student instructions and the rubric for this area will be changed during AY 22-23.

**Rubric Used**

**ORAL COMMUNICATION VALUE RUBRIC**

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



**Definition:** Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (3)</b>	<b>Benchmark (1)</b>
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

**Fermanian School of Business  
Information Literacy Core Competency Assessment**

**Learning Outcome:**

PLO #3: Demonstrate effective business communication through both written and verbal means.

**Outcome Measure:**

BUS4089 - Final Internship Research Report

**Criteria for Success:**

Final Internship Research Report: Average score for each criteria of the AACU Information Literacy Value Rubric will be a 3.0 or higher out of 4.0.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**AACU Information Literacy Value Rubric: Average Rubric Score**

Course	Semester	# of assessments	Determine Extent of Info Needed	Access Needed Info	Critically Evaluate Info and Sources	Use Info to Accomplish Purpose	Access and Use Info Ethically and Legally	Total
BUS489	Fall 2018	24	3.25	3.08	3.00	3.25	3.25	3.17
BUS/BBU489	Spring 2019	64	3.28	3.33	3.22	3.10	3.43	3.27
BUS489	Summer 2019	40	3.28	3.18	2.95	3.13	3.13	3.13
BUS4089	Fall 2019	26	3.35	3.35	3.31	3.35	3.12	3.30
BUS/BBU4089	Spring 2020	72	3.25	3.06	3.23	3.22	3.05	3.16
BUS4089	Summer 2020	40	3.10	3.10	3.23	3.03	2.78	3.05
BUS4089	Fall 2020	40	3.30	3.03	3.20	3.25	3.23	3.20
BUS/BBU4089	Spring 2021	78	3.36	3.09	3.10	3.21	3.32	3.22
BUS4089	Spring Mini-Term 2021	30	3.40	3.07	3.23	3.23	3.40	3.27
BUS4089	Summer 2021	42	3.10	3.12	3.07	3.14	3.14	3.11

BUS4089	Fall 2021	38	3.71	3.71	3.55	3.61	3.55	3.63
BUS/BBU 4089	Spring 2022	80	3.75	3.58	3.60	3.60	3.38	3.58
BUS4089	Summer 2022	40	3.80	3.75	3.78	3.68	3.68	3.74

**Conclusions Drawn from Data:**

The criteria for success (average of 3.0 or higher out of 4.0) was met in each of the ten semesters on four of the rubric criteria areas, Determine the Extent of Information Needed, Access the Needed Information, Critically Evaluate Info and Sources, and Use Information Effectively to Accomplish a Specific Purpose. The criteria for success was met in nine of the ten semesters on the rubric criteria areas of Access and Use Information Ethically and Legally.

**Changes to be Made Based on Data:**

Scores on the Information Literacy rubric have consistently exceeded the criteria for success.

## Rubric Used

### INFORMATION LITERACY VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



#### Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone	Milestones		Benchmark
	4	3	2	1
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
<b>Evaluate Information and its Sources Critically</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<b>Access and Use Information Ethically and Legally</b>	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.