

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	2022-23
ETS Proficiency Profile Level 2 Critical Thinking	76%	70%	66%	61%	67%

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%, AY2021-22 results dropped to 61% and AY 2022-23 results were 67%. All three of the most recent years are below the target of 70%. The 2022-23 results do show an increase from the prior year.

Changes to be Made Based on Data:

We will continue to monitor our students in the area of critical thinking. No changes will be made at this time due to the ETS Exam no longer being taken by students starting in 2023-24.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results

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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 at Level 2 Writing				
	2018- 19	2019- 20	2020 -21	2021 -22	2022- 23
ETS Proficiency Profile Level 2 Writing	81%	69%	65%	62%	72%

Conclusions Drawn from Data: The ETS results regarding critical thinking exceeded the 65% target for success for AY2018-19, 2019-20, 2020-21, and 2022-23. The only year that it did not exceed the target is 2021-22.

Changes to be Made Based on Data:

As results have met or exceed the target in four of the five years, no changes recommended at this time. Additionally, the ETS exam will no longer be given to students starting in 2023-24.

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 at Level 2 Mathematics				
	2018-19	2019-20	2020-21	2021-22	2022-23
ETS Proficiency Profile Level 2 Mathematics	84%	76%	63%	66%	74.5%

Conclusions Drawn from Data: The ETS results regarding mathematics 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%. In AY 2022-23, results improved again to 74.5%, which is very close to the target of 75%.

Changes to be Made Based on Data:

As results are very close to the target in 2022-23, we recommend no changes at this time. Additionally, the ETS exam will no longer be given to students starting in 2023-24.

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
BUS4089	Fall 2022	24	3.33	3.21	3.21	2.71	3.17	3.13
BUS4089	Spring 2023	40	3.20	3.13	2.70	2.60	3.03	2.93
BUS4089	Summer 2023	40	3.20	2.93	3.83	2.75	2.98	2.94

Conclusions Drawn from Data:

The criteria for success (average of 3.0 or higher out of 4.0) were met in all 13 semesters in the rubric criteria area of organization. The criteria for success (average of 3.0 or higher out of 4.0) was met in 10 of the 13 semesters on the rubric criteria areas of Language and Central Message. Language fell below the criteria for success in the most recent semester, but only by .07. Central Message fell below the criteria for success in the most recent semester, but only by .02. Scores in the rubric criteria area of Delivery fell below the criteria for success in 6 of the 13 semesters. Scores in the rubric criteria area of Supporting Material fell below the criteria for success in 11 of the 13 semesters, including all last 11 semesters.

Changes to be Made Based on Data:

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

The area of Supporting Material has been below the criteria for success during the most recent 11 periods. Based upon assessor feedback, the student instructions and the rubric do not appear to be in sync. The student instructions and the rubrics will be changed during AY 23-24. Additionally, communication skill expectations will be shared with all professors teaching this population of students.

Rubric Used

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact 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.*

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Organization	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.
Language	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.
Delivery	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.
Supporting Material	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.
Central Message	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
BUS4089	Fall 2022	32	3.84	3.69	3.66	3.63	3.69	3.70
BUS4089	Spring 2023	38	3.87	3.61	3.79	3.71	3.42	3.68
BUS4089	Summer 2023	38	3.53	3.63	3.47	3.58	3.24	3.49

Conclusions Drawn from Data:

The criteria for success (average of 3.0 or higher out of 4.0) was met in each of the 13 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 were met in 12 of the 13 semesters on the rubric criteria areas of Access and Use of Information Ethically and Legally.

Changes to be Made Based on Data:

Scores on the Information Literacy rubric have consistently exceeded the criteria for success. No action is necessary at this time.

