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:
Traditional Undergraduate Students (TUG): The CAPSIM Inbox GM Simulation provides comparative data on how each student performs against all other students taking the simulation at the same time nationally. The following result is used:
1. CAPSIM Inbox GM Simulation Results – Overall Score

Accelerated Undergraduate Students (AUG): The CAPSIM COMP-XM Management Simulation provides comparative data on how each student (and class) performs against all other students taking the simulation and exam at the same time nationally. Two results are used:
1. CAPSIM COMP-XM Balanced Score Card Results – Application-based
2. CAPSIM COMP-XM Simulation Board Query Results – Knowledge-based

Criteria for Success (how do you judge if the students have met your standards):
1. Average score of all students will be above 45th percentile on the national CAPSIM Inbox GM Simulation Results
2. Average score of all students will be above 60th percentile on the national COMP-XM Balanced Score Card Results
3. Average score of all students will be above 50th percentile on the national COMP-XM Board Query Results

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:

Semester	N[1]	Inbox GM Simulation Results (%)
Fall 2021	27	45
Spring 2022	79	50
Fall 2022	56	48
Spring 2023	77	37
Fall 2023	50	47
Spring 2024	65	42

Semester	N[1]	Balanced Score Card Results (%)	Board Query Results (%)
Summer 2021	31	62	51
Spring 2022	44	57	51
Spring 2023	25	59	67
Spring 2024	19	47	52
Summer 2024	N/A	N/A	N/A

[1] Number of Students Completing Module

Conclusions Drawn from Data: The ETS exam that was used to measure critical thinking is no longer taken by students. Instead, CAPSIM data will be used.

For TUG students, the measures described above were implemented in the MGT 4088 course beginning in Fall 2021. Criteria for success were set at 45 in AY 22-23. Criteria for success were met in four of the six semesters evaluated but fell short in Spring 2024. The analysis identified that many students are not spending ample time on the assignment.

For AUG students, the COMP-XM Balanced Score Card scores exceeded the criteria for success in one of the four semesters. Scores on the COMP-XM Board Query exceeded the criteria for success in all four semesters.

Changes to be Made Based on Data:
We will continue to monitor our students in the area of critical thinking. For TUG students, a new professor is teaching MGT 4088, the course in which critical thinking is assessed, beginning in 2024-25. This professor has been instructed to emphasize the importance of this assignment. No changes will be made at this time.

For AUG students, as of Summer 2024, the COMP-XM Management Simulation is no longer available through CAPSIM. Faculty will meet to decide how to evaluate critical thinking for AY 24-25 and beyond. No changes will be made at this time.

Rubric Used
No rubric.

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:
Final Internship Research Report

Criteria for Success (how do you judge if the students have met your standards):
The average score for each AACU Written Communication Value Rubric criterion will be 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

Longitudinal Data:

Course	Semester	# of assessment ents	Context and Purpose for Writing	Content Develop-ment	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics	Total
BUS4089	Fall 2021	38	3.66	3.61	3.66	3.39	3.39	3.54
BUS4089	Spring 2022	80	3.69	3.62	3.64	3.31	3.45	3.54
BUS4089	Summer 2022	40	3.70	3.60	3.68	3.48	3.38	3.57
BUS4089	Fall 2022	32	3.81	3.72	3.75	3.66	3.69	3.73
BUS4089	Spring 2023	38	3.89	3.71	3.45	3.71	3.53	3.66
BUS4089	Summer 2023	38	3.63	3.45	3.24	3.50	3.42	3.45
BUS/BBU4089	Fall 2023	30	3.33	3.20	3.13	3.23	3.27	3.23
BUS/BBU4089	Spring 2024	52	3.10	3.10	3.17	3.04	2.98	3.08
BUS/BBU4089	Summer 2024	76	3.46	3.16	3.30	3.25	3.16	3.27

AACU Written Communication Value Rubric: Average Rubric Score

Conclusions Drawn from Data: The ETS exam that was used to measure writing is no longer taken by students. Instead, the final internship research report data from the BUS/BBU 4089 Business Internship class will be used. The measures described above were implemented in

BUS/BBU 4089 beginning in Fall 2021. The areas of Context and Purpose for Writing, Content Development, and Sources and Evidence show consistently high scores, with students scoring above the criteria for success (average of 3.0 or higher out of 4.0) in all 16 semesters. Scores in the Genre and Disciplinary Conventions exceeded the criteria for success in 15 of the 16 semesters, with the last 13 semesters above 3.0. Scores in Control of Syntax and Mechanics exceeded the criteria for success in 13 of the 16 semesters. The Spring 2024 score in this area fell slightly below 3.0 with a score of 2.98, but otherwise, the last 12 semesters have exceeded the criteria for success.

Changes to be Made Based on Data:
Given that the scores on the Written Communication rubric in all areas except one semester control and syntax (which was only .02 below criteria) were above 3.0 during the last several semesters, no action is necessary at this time.

Rubric Used

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

AACU
Association of American Colleges and Universities

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to [work in many genres] res and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

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 Very Good (4)	Milestones		Benchmark Poor (1)
		Good (3)	Acceptable (2)	
Purpose and Organization	Demonstrates a clear understanding of the purpose and includes all parts of the report.	Demonstrates an understanding of the purpose and includes almost all parts of the report.	Demonstrates a fair understanding of the purpose and includes some parts of the report.	Demonstrates a lack of understanding and is missing most parts of the report.
Content Development	Consistently uses appropriate and relevant examples to support claims throughout the report.	Usually uses appropriate and relevant examples to support claims throughout the report.	Sometimes uses appropriate and relevant examples to support claims throughout the report.	Does not use appropriate and relevant examples to support claims throughout the report.
Genre and Disciplinary Conventions *APA Format, Headings, Title Page*	Consistently uses proper APA format to cite in-text (quote vs. paraphrase) and to list sources on the reference page.	Usually uses proper APA format to cite in-text (quote vs. paraphrase) and to list sources on the reference page.	Sometimes uses proper APA format to cite in-text (quote vs. paraphrase) and to list sources on the reference page.	Does not use proper APA format to cite in-text (quote vs. paraphrase) and to list sources on the reference page.
Sources and Evidence	Consistently demonstrates skillful use of relevant sources to develop ideas that are stated.	Usually demonstrates skillful use of relevant sources to develop ideas that are stated.	Sometimes demonstrates skillful use of relevant sources to develop ideas that are stated.	Does not demonstrate skillful use of relevant sources to develop ideas that are stated.
Control of Syntax and Mechanics	Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that sometimes conveys meaning to readers with clarity, although writing may include some errors.	Does not use language that conveys meaning to readers with clarity and fluency, and includes excessive errors.

Fermanian School of Business Core Competencies

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

Outcome Measure:
MGT/BMG 4088 Strategic Management Peregrine Comprehensive Exit Exam Quantitative Techniques/Statistics Results

Criteria for Success (how do you judge if the students have met your standards):
Average score of all students will be at or above a score of 45.

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:

	Average Scores					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Quantitative Techniques/Statistics Peregrine Exit Exam	47.4	46.8	46.7	45.7	45.3	49.9

Conclusions Drawn from Data: The ETS exam that was used to measure mathematics is no longer taken by students. Instead, the Quantitative Techniques/Statistics Peregrine Exit Exam students take in MGT/BMG 4088 will be used. The results show that students meet the criteria for success in all tested semesters.

Changes to be Made Based on Data:
As results are above the target in all years, we recommend no changes at this time.

Rubric Used
No rubric. We use the Peregrine Exit Exam scores in the area of Quantitative Techniques/Statistics.

Fermanian School of Business
Oral Communication Core Competency Assessment

Learning Outcome: Oral Communication: 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
BUS/BBU4089	Fall 2023	24	3.58	3.54	2.96	3.54	3.54	3.43
BUS/BBU4089	Spring 2024	36	3.39	3.11	2.78	3.97	N/A*	3.06
BUS/BBU4089	Summer 2024	98	3.41	3.24	2.93	3.13	N/A*	3.18

*Central Message criteria eliminated from rubric in Spring 2024.

Conclusions Drawn from Data:

The criteria for success (average of 3.0 or higher out of 4.0) were met in all 16 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 13 of the 16 semesters on the rubric criteria areas of Language and Central Message. To better reflect the assessment assignment, the rubric was revised slightly in Spring 2024, and the criteria of "Central Message" was eliminated. Language criteria were met in 13 of the 16 semesters, including the three most recent. Scores in the rubric criteria area of Delivery fell below the criteria for success in 9 of the 16 semesters, including the three most recent. Scores in the rubric criteria area of Supporting Material fell below the criteria for success in 11 of the 16 semesters but met the criteria for success in the most recent three 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. An audit of where presentation skills are taught and assignments that require presentations in all FSB Traditional Undergraduate classes will be conducted to better understand where presentation skills (Delivery) are currently highlighted and developed. This will help us determine if additional focus is needed. Additionally, starting in Spring 2025, PitchVantage, an AI Presentation

Coaching platform, will be integrated into the course to see if Delivery can improve by students having this feedback. Everything else will continue to be monitored.

The area of Supporting Material had been below the criteria for success for many semesters. The student instructions and rubric were revised to clarify this category in Spring 2024. It appears that these changes were successful, as the criteria for success were met in all three recent semesters.

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: Information Literacy: 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/BBU 4089	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/BBU 4089	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
BUS/BBU4089	Fall 2023	30	3.27	3.27	3.27	3.20	3.64	3.33
BUS/BBU4089	Spring 2024	52	N/A*	3.04	3.00	3.10	3.00	3.03
BUS/BBU4089	Summer 2024	76	N/A*	3.25	3.16	2.92	2.91	3.06

*Determine extent of info needed criteria removed from rubric in Spring 2024.

Conclusions Drawn from Data:

To better reflect the assessment assignment, the rubric was revised slightly in Spring 2024, and the criteria of "Determine the Extent of the Information Needed" was eliminated. The criteria for success (average of 3.0 or higher out of 4.0) were met in each of the 16 semesters on three rubric criteria areas: Determine the Extent of Information Needed, Access the Needed Information, and Critically Evaluate Info and Sources. In the summer of 2024, the criteria for success were not met in Use of Information to Accomplish Purpose and Access and Use of Information Ethically and Legally. This appears to be an outlier, as the criteria for success were met in 15 of the 16 semesters in the Use Information to Accomplish Purpose section and 14 of the 16 semesters in the Access and Use of Information Ethically and Legally section.

Changes to be Made Based on Data:

Scores on the Information Literacy rubric have historically exceeded the criteria for success. The exception is Summer 2024, where scores dipped slightly below the criteria for success. No action is necessary at this time, and data will continue to be monitored.

Rubric Used

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact 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 4	Milestones 3	Milestones 2	Benchmark 1
Determine the Extent of Information Needed	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.
Access the Needed Information	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.
Evaluate Information and its Sources Critically	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.
Use Information Effectively to Accomplish a Specific Purpose	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.
Access and Use Information Ethically and Legally	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.