

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:

For Fall 2024 and prior:

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

For Spring 2025 and after:

Both Traditional Undergraduate Students (TUG) and Accelerated Undergraduate Students (AUG): The Harvard Business Essentials Simulation: Coffee Shop Inc. provides data in three categories:

1. Average Employee Satisfaction Score
2. Average Customer Satisfaction Score
3. Average Cumulative Profit

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

For Fall 2024 and prior:

1. Average score of all students will be above the 45th percentile on the national CAPSIM Inbox GM Simulation Results
2. Average score of all students will be above the 60th percentile on the national COMP-XM Balanced Score Card Results
3. Average score of all students will be above the 50th percentile on the national COMP-XM Board Query Results

For Spring 2025 and after:

1. Average score of all students for employee satisfaction will be at or above TBD on Round 3 (data is still being collected before a criterion for success is set).
2. Average score of all students for customer satisfaction will be at or above TBD on Round 3 (data is still being collected before a criterion for success is set).
3. Average cumulative profit will be at or above TBD on Round 3 (data is still being collected before a criterion for success is set).

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 |
| Fall 2024 | 48 | 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 |

¹Number of Students Completing Module

| Class | Semester | N ¹ | Average Employee Satisfaction Score | Average Customer Satisfaction Score | Average Cumulative Profit |
|----------|-------------|----------------|-------------------------------------|-------------------------------------|---------------------------|
| MGT 4088 | Spring 2025 | 106 | 3.6 | 4.1 | \$2,530,140 |
| BMG 4088 | Spring 2025 | 25 | 3.3 | 4.2 | \$2,780,594 |
| BMG 4088 | Summer 2025 | 17 | 2.7 | 4.2 | \$5,240,612 |

¹Number of Students Completing Simulation

Conclusions Drawn from Data: CAPSIM discontinued COMP-XM as of Spring 2024. Strategic Management faculty met during the Fall 2024 semester and determined that they would begin using a Harvard Business Review Coffee Shop Simulation in both the BBA and Traditional Undergraduate (TUG) Business programs starting in Spring 2025.

For TUG students before Spring 2025, 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 seven semesters evaluated, but fell short in Fall 2024.

For AUG students before Spring 2025, 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.

For both TUG and AUG students starting in Spring 2025, upon debriefing the simulation after the Spring 2025 semester, the two faculty members teaching the courses agreed that it would take them some time to learn the simulation and its intricacies. Thus, setting a criterion for success was postponed until more data has been gathered.

Changes to be Made Based on Data:

We will continue to monitor our students' critical thinking. No changes are recommended at this time while the faculty are piloting the study. Data will continue to be collected before the criteria for success are set.

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:

AACU Written Communication Value Rubric: Average Rubric Score

| Course | Semester | # of assessments | Context and Purpose for Writing | Content Development | 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 |
| BUS4089 | Fall 2024 | 26 | 3.77 | 3.54 | 3.50 | 3.62 | 3.73 | 3.63 |
| BBU4089 | Fall 2024 | 14 | 3.29 | 3.14 | 2.93 | 3.14 | 3.14 | 3.13 |
| BUS4089 | Spring 2025 | 40 | 3.60 | 3.40 | 3.20 | 3.60 | 3.45 | 3.45 |
| BBU4089 | Spring 2025 | 24 | 3.08 | 3.08 | 2.83 | 3.08 | 3.25 | 3.07 |

| | | | | | | | | |
|---------|-------------|----|------|------|------|------|------|------|
| BUS4089 | Summer 2025 | 80 | 3.63 | 3.33 | 3.30 | 3.56 | 3.46 | 3.46 |
| BBU4089 | Summer 2025 | 18 | 3.39 | 3.28 | 2.83 | 3.17 | 3.22 | 3.18 |

Conclusions Drawn from Data: The ETS exam used to measure writing is no longer administered to students. Instead, the final internship research report data from BUS/BBU 4089: Business Internship 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 continue to demonstrate consistently strong performance, with students meeting the criteria for success (average of 3.0 or higher out of 4.0) across all semesters, including Fall 2024, Spring 2025, and Summer 2025.

Scores in Genre and Disciplinary Conventions have met the criteria for success in the majority of semesters; however, this area has now fallen below the benchmark in three administrations (Summer 2020 and in the BBU sections of Fall 2024, Spring 2025, and Summer 2025).

Scores in Control of Syntax and Mechanics, which dipped slightly below the benchmark in Spring 2024 (2.98), rebounded in Fall 2024, Spring 2025, and Summer 2025, exceeding the criteria for success in all recent terms.

Changes to be Made Based on Data:

Given that scores on the Written Communication rubric consistently exceed the criteria for success across all areas, and that the Spring 2024 decline in Control of Syntax and Mechanics resolved in subsequent semesters, no program-wide changes are necessary at this time.

However, given the recent BBU results in Genre and Disciplinary Conventions, this area will be closely monitored, and instructors teaching BBU sections will be encouraged to review assignment guidelines and scoring calibration to ensure students clearly understand disciplinary writing expectations.

Rubric Used

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@acu.org

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres 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 <i>APA Format, Headings, Title Page</i> | 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 | 2024-25 |
| Quantitative Techniques/Statistics Peregrine Exit Exam | 47.4 | 46.8 | 46.7 | 45.7 | 45.3 | 49.9 | 46.9 |

Conclusions Drawn from Data: The ETS exam, which was used to assess mathematics, is no longer administered to 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 Quantitative Techniques/Statistics area.

**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 criterion 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 |
| BUS4089 | Fall 2024 | 20 | 3.00 | 2.85 | 2.63 | 2.95 | N/A* | 2.86 |
| BBU4089 | Fall 2024 | 10 | 3.20 | 3.00 | 3.00 | 3.10 | N/A* | 3.08 |
| BUS4089 | Spring 2025 | 40 | 2.93 | 2.80 | 2.48 | 2.70 | N/A* | 2.73 |
| BBU4089 | Spring 2025 | 30 | 3.27 | 2.97 | 2.80 | 3.10 | N/A* | 3.03 |
| BUS4089 | Summer 2025 | 80 | 2.99 | 2.89 | 2.50 | 2.96 | N/A* | 2.83 |
| BBU4089 | Summer 2025 | 24 | 3.17 | 3.04 | 3.04 | 3.13 | N/A* | 3.09 |

*Central Message criteria eliminated from the rubric in Spring 2024.

Conclusions Drawn from Data:

Historically, the criteria for success have been met in Organization; however, recent results show increased variability. BUS sections in Fall 2024, Spring 2025, and Summer 2025 fell slightly below the

benchmark, while BBU sections met the criteria for success, suggesting differences in student performance across sections.

Following the Spring 2024 rubric revision, the Central Message criterion was eliminated. Performance in Language continues to fluctuate. Scores trended down in AY 24/25 across all sections, with only 2 of the 6 semesters in AY 24/25 meeting criteria for success.

Delivery remains the most persistent area of growth. Scores in Delivery fell below the criteria for success in Fall 2024, Spring 2025, and Summer 2025 BUS sections and Spring 2025 BBU sections, continuing a long-term pattern of weaker performance in presentation delivery skills.

Scores in Supporting Material, which had historically fallen below the benchmark, have improved following the Spring 2024 revisions to the rubric and student instructions. Recent results cluster closer to or above the benchmark, with BBU sections meeting the criteria for success, suggesting that these changes had a positive impact.

Changes to be Made Based on Data:

Because Delivery continues to fall below the criteria for success across recent semesters, this area remains a focused priority. An audit of where oral communication and presentation skills are taught and reinforced across FSB Traditional Undergraduate courses will be conducted to better understand how these skills are scaffolded throughout the curriculum and to determine whether additional instructional alignment or resources are needed.

In Spring 2025, PitchVantage, a presentation training software, was integrated into BUS 4089 to provide students with structured, formative feedback on oral presentation skills. Assessor feedback was that the use of PitchVantage made the presentations feel robotic rather than improving presentation skills. As a result, the decision was made to discontinue using PitchVantage for these presentations starting in Spring 2026.

The Supporting Material area, which had historically fallen below the benchmark, improved following the Spring 2024 revisions to the rubric and student instructions. These changes will remain in place, and this category will continue to be monitored to confirm that the improvement is sustained.

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 criterion 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 |
| 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 |
| BUS 4089 | Fall 2024 | 26 | N/A* | 3.73 | 3.50 | 3.35 | 3.69 | 3.57 |
| BBU 4089 | Fall 2024 | 14 | N/A* | 3.21 | 2.93 | 3.07 | 3.14 | 3.09 |
| BUS 4089 | Spring 2025 | 40 | N/A* | 3.63 | 3.30 | 3.33 | 3.70 | 3.49 |
| BBU 4089 | Spring 2025 | 24 | N/A* | 3.25 | 3.00 | 3.04 | 3.33 | 3.16 |
| BUS 4089 | Summer 2025 | 80 | N/A* | 3.73 | 3.31 | 3.35 | 3.81 | 3.55 |
| BBU 4089 | Summer 2025 | 18 | N/A* | 3.22 | 3.06 | 3.17 | 2.89 | 3.08 |

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

Conclusions Drawn from Data:

To better reflect the assessment assignment, the rubric was revised in Spring 2024, and the criterion "Determine the Extent of the Information Needed" was removed.

Across the full assessment period, students have consistently met the criteria for success in Access the Needed Information and Critically Evaluate Information and Sources. Following a modest decline in Spring and Summer 2024, scores in both areas rebounded in Fall 2024, Spring 2025, and Summer 2025, with BUS sections in particular demonstrating strong recovery and sustained performance above the benchmark.

In Use Information to Accomplish Purpose, scores fell below the benchmark in Summer 2024 but returned above 3.0 in all subsequent semesters for both BUS and BBU sections, indicating that the Summer 2024 results were likely an outlier rather than a developing trend.

In Access and Use Information Ethically and Legally, performance has been more variable. While this criterion has exceeded the benchmark in most semesters, it fell below 3.0 in Summer 2024 and again in the BBU section in Summer 2025. BUS sections in Fall 2024, Spring 2025, and Summer 2025 exceeded the success criteria, suggesting that recent concerns are concentrated primarily in the BBU sections.

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.

