

**Fermanian School of Business
PLO #1 Assessment
2024-2025**

Learning Outcome:

PLO #1: Exhibit general knowledge of theories and practices in the core areas of business.

Outcome Measure:

Peregrine Comprehensive Exit Exam Results

Criteria for Success:

Score at or above the following:

Peregrine Undergraduate Comprehensive Exit Exam Criteria for Success	
Disciplinary Area	Score
Accounting	50
Business Ethics	50
Business Finance	50
Strategic Management	55
Business Leadership	55
Economics (Macro/Micro)	52.5
Global Dimensions of Business	50
Information Mgt Systems	50
Legal Environment of Business	55
Management (OPS, HR, OB)	55
Marketing	57.5
Quantitative Techniques/Stats	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:

	Undergraduate Total	Accounting	Business Ethics	Business Finance	Strategic Management	Business Leadership	Economics (Macro/Micro)	Global Dimensions of Business	Information Mgt Systems	Legal Environment of Business	Management (OPS, HR, OB)	Marketing	Quantitative Techniques/Stats
Criteria for Success	50	50	45	55	50	50	45	50	50	55	50	45	
Criteria for Success as of 21-22	50	50	50	55	55	52.5	50	50	55	55	57.5	45	
2016-2017	50.2	54.6	48.3	48.5	54.9	47.9	52.2	44.8	53.6	49.1	51.0	49.6	47.1
2017-2018	49.8	53.9	47.1	49.8	51.5	48.9	50.1	45.6	51.9	51.5	50.9	53.3	43.5
2018-2019	51.1	50.9	48.6	46.4	54.9	54.0	52.3	48.0	50.1	55.2	50.3	55.2	47.4
2019-2020	51.2	50.7	52.1	47.6	54.3	52.3	53.3	48.0	51.3	53.1	49.1	55.6	46.8
2020-2021	52.8	48.7	51.4	51.3	56.9	55.0	53.7	49.7	51.9	56.1	51.6	60.2	46.7
2021-2022	50.1	46.4	51.2	47.9	53.9	50.6	50.0	47.9	49.2	51.2	50.6	56.5	45.7
2022-2023	50.3	47.4	51.6	46.8	56.7	51.2	49.9	47.5	49.9	50.7	50.4	56.8	45.3
2023-2024	52.2	47.0	55.2	48.9	55.2	58.0	52.8	48.0	52.7	52.0	50.4	56.7	49.9
2024-2025	53.0	48.7	52.2	52.3	58.0	50.5	52.7	46.5	53.3	58.9	54.4	61.3	46.9

Conclusions Drawn from Data:

It is important to note that PLNU’s administration of the Peregrine Comprehensive Exam is proctored, and students are given a 2-hour time limit to complete the test. According to Peregrine, most schools that administer the Peregrine Comprehensive Exam do so in an unproctored format with time limits of up to 48 hours. Therefore, criteria for success were determined considering (a) the average total score and average disciplinary area scores of National and Region 7 ACBSP schools, (b) the FSB’s undergraduate curriculum, and (c) the FSB’s historical disciplinary area scores. Beginning AY 21-22, the criteria for success were increased in seven of the twelve areas: Finance, Strategic Management, Business Leadership, Economics, Global, Legal Environment, and Marketing, as detailed in the above schedule.

During AY 21-22, the criteria for success (revised as of AY 21-22) were exceeded for two of the twelve disciplinary areas. For seven of the ten areas that did not meet the new criteria for success in AY 21-22 (Finance, Strategic Management, Leadership, Economics, Information Systems, Legal Environment, and Marketing), the criteria were met in AY 20-21. The three areas that did not meet the revised success criteria in AY 21-22 and AY 20-21 were Accounting, Management, and Global. The average score in the area of Accounting was 3.6 and 1.3 points below the revised criteria for success in AY 21-22 and AY 20-21, respectively. The average score in the Management area was 4.6, 3.4 points below the revised criteria for success in AY 21-22 and AY 20-21, respectively. The average score in the Global area was 2.1, 0.3 points below the revised success criteria for AY 21-22 and AY 20-21, respectively.

During AY 22-23, the criteria for success were exceeded in three of the twelve disciplinary areas: Business Ethics, Strategic Management, and Quantitative Techniques/Statistics. In the areas of Accounting, Business Leadership, Information Management Systems, and Marketing, despite the criteria for success not being met, scores increased from AY 21-22. Information Management Systems is very close to meeting the criteria for success, being off only 0.1. Additionally, Economics (Macro/Micro), Global Dimensions of Business, Legal Environment of Business, and Management have almost the same scores as in AY 21-22. Business Finance has decreased consistently since AY 2020-2021, by 3.4 points from AY 2020-2021 to AY 2021-2022 and another 1.10 points from AY 2021-2022 to AY 2022-2023. Overall, Accounting, Business Finance, and Global Dimensions of Business are well below the criteria for success.

During AY 23-24, the criteria for success were exceeded in six of the twelve disciplinary areas: Business Ethics, Strategic Management, Business Leadership, Economics, Information Management Systems, and Quantitative Techniques. In the areas of Finance, Global Dimensions of Business, and Legal Environment of Business, despite the criteria for success not being met, scores increased from AY 22-23. The remaining three areas - Accounting, Marketing, and Management - all had scores very similar to the prior year and have remained consistent over the past several years.

During AY 24-25, the criteria for success were exceeded in eight of the twelve disciplinary areas: Business Ethics, Business Finance, Strategy, Economics, Information Management Systems, Legal Environment of Business, Marketing, and Quantitative Techniques. Accounting scores increased from 47 in 2023-2024 to 48.7 in 2024-2025, the highest since 2020-2021. This is also the case for Management, which increased from 50.4 in 2023-2024 to 54.4 in 2024-2025. Both of these are now close to meeting the criteria for success. Business Leadership was at 50.5 and Global Dimensions of Business at 46.5 in 2024-2025. These are both lower than in prior years and well below the criteria for success.

Changes to be Made Based on Data:

Management has been recognized as an area in need of improvement for several years. Scores in this area have consistently fallen short of the criteria for success. Prior analyses of course content and related changes have been conducted in previous years. In AY 24-25, a task force of management professors has been brought together to evaluate and recommend changes to the management curriculum. There has also been turnover among the faculty teaching MGT 2012. These changes will take several years to go into effect, and this area will continue to be closely monitored.

The management task force is also analyzing Business Leadership and Global Dimensions of Business as they meet and discuss revisions to the management curriculum. These two areas will continue to be closely monitored.

Accounting has been trending downward over the last seven years and is below the criteria for success since AY 20-21. Beginning in Fall 2023, the accounting program's curriculum was revised to align with the new AICPA Standards. The related PLOs were also revised to reflect the new curriculum. The accounting scores are trending upward. As such, no additional changes are recommended at this time.

All other disciplines either met the criteria for success, improved from the prior year, or are very close to meeting them. Thus, no additional changes are recommended at this time, and data will continue to be monitored.

Fermanian School of Business (BBA)
PLO #2 Assessment
2024-2025

Learning Outcome:

PLO #2: Critically analyze and apply business knowledge to solve complex business situations.

Outcome Measure:

The CAPSIM COMP-XM Management Simulation provides comparative data on how each student (and class) performs relative to all other students taking the simulation and exam at the same time nationwide. 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:

1. Average score of all students will be above the 60th percentile on the national COMP-XM Balanced Score Card Results
2. Average score of all students will be above the 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	Balanced Score Card Results (%)	Board Query Results (%)
Summer 2019	13	24.5	41.5
Summer 2020	N/A	N/A	N/A
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

Conclusions Drawn from Data and Changes to be Made:

CAPSIM discontinued offering the COMP-XM Simulation in Summer 2024. 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. Thus, starting in Spring 2025, the reports for BBA and TUG will be combined.

**Fermanian School of Business (TUG)
PLO #2 Assessment
2024-2025**

Learning Outcome:

PLO #2: Critically analyze and apply business knowledge to solve complex business situations.

Outcome Measure:

The CAPSIM Inbox GM Simulation provides comparative data on how each student performs relative to all other students taking the simulation at the same time nationwide. The following result is used:

1. CAPSIM Inbox GM Simulation Results – Overall Score

Criteria for Success:

1. Average score of all students will be above the 45th percentile on the national CAPSIM Inbox GM Simulation 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
Fall 2024	48	42

¹ Number of Students Completing Module

Conclusions Drawn from Data:

The measures described above were implemented in the MGT 4088 course beginning 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 were not met in Spring 2023, Spring 2024, and Fall 2024.

Changes to be Made Based on Data:

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. Thus, starting in Spring 2025, the reports for BBA and TUG will be combined.

**Fermanian School of Business
PLO #2 Assessment
2024-2025**

Learning Outcome:

PLO #2: Critically analyze and apply business knowledge to solve complex business situations.

Outcome Measure: Harvard Business Essentials Simulation: Coffee Shop Inc.

Criteria for Success:

1. The average score for all students on employee satisfaction will be at or above TBD in Round 3.
2. The average customer satisfaction score for all students will be at or above TBD in Round 3.
3. The average cumulative profit will be at or above TBD in Round 3.

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:

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

¹ Number of Students Completing Simulation

Conclusions Drawn from Data:

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. 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.

Changes to be Made Based on Data:

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.

**Fermanian School of Business
PLO #3 Assessment
2024-2025**

Learning Outcome:

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

Outcome Measure:

Two measures are collected from the senior-level BUS/BBU 4089 course:

1. Final Internship Research Report
2. Video Cover Letter

Criteria for Success:

1. Final Internship Research Report: Average score for each criterion of the AACU Written Communication Value Rubric will be a 3.0 or higher out of 4.0.
2. Final Internship Research Report: The average score for each criterion of the AACU Information Literacy Value Rubric will be 3.0 or higher out of 4.0.
3. Video Cover Letter: 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

Longitudinal Data – Final Internship Research Report:

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 2019	26	3.42	3.35	3.00	3.46	3.15	3.28
BUS/BBU 4089	Spring 2020	72	3.30	3.23	3.10	3.29	2.96	3.17
BUS4089	Summer 2020	40	3.08	3.28	2.70	3.15	2.75	2.99
BUS4089	Fall 2020	40	3.43	3.23	3.18	3.23	3.10	3.23
BUS/BBU 4089	Spring 2021	78	3.44	3.21	3.23	3.13	3.26	3.25
BUS4089	Spring Mini-Term 2021	30	3.80	3.23	3.27	3.80	3.00	3.42
BUS4089	Summer 2021	42	3.40	3.10	3.07	3.19	3.02	3.16
BUS4089	Fall 2021	38	3.66	3.61	3.66	3.39	3.39	3.54
BUS/BBU 4089	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/BBU 4089	Fall 2023	30	3.33	3.20	3.13	3.23	3.27	3.23
BUS/BBU 4089	Spring 2024	52	3.10	3.10	3.17	3.04	2.98	3.08
BUS/BBU 4089	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

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
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
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.

Longitudinal Data – Video Cover Letter:

AACU Oral Communication Value Rubric – Average Rubric Score:

Course	Semester	# of assessments	Organization	Language	Delivery	Supporting Material	Central Message	Total
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/B BU4089	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/B BU4089	Summer 2021	82	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/B BU4089	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/BBU40 89	Fall 2023	24	3.58	3.54	2.96	3.54	3.54	3.43
BUS/BBU40 89	Spring 2024	36	3.39	3.11	2.78	3.97	N/A*	3.06
BUS/BBU40 89	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

Final Internship Research Report – Written Communication Rubric:

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.

Final Internship Research Report – Information Literacy Rubric: 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.

Video Cover Letter – Oral Communication Rubric:

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

Final Internship Research Report - Written Communication:

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.

Final Internship Research Report - Information Literacy:

Scores on the Information Literacy rubric have returned to consistently exceeding the criteria for success following the Summer 2024 decline. No changes are recommended at this time. Results will continue to be monitored following the Spring 2024 rubric revision.

Video Cover Letter – Oral Communication:

Because Delivery continues to fall short of the criteria for success in 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

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.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.

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@acu.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 Very Good (4)	Milestones Good (3)	Acceptable (2)	Benchmark Poor (1)
Access the Needed Information (included necessary paragraphs/content)	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 (Paragraphs 2 & 3 - comparison of workplace to internship programs in article)	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 labeling assertions as assumptions). Begins to identify some contexts when presenting a position.
Uses Information Effectively to Accomplish a Specific Purpose (Quality of Examples)	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 (Proper use of APA format for in-text citations and for listing sources on ref. page)	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 demonstrate 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 demonstrate 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 demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

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) Very Good	Milestones (3) Good	Milestones (2) Acceptable	Benchmark (1) Poor
Organization	Presentation is well-organized and clearly follows one of the organizational formats listed as an option.	Presentation is organized and follows one of the organizational formats listed as an option.	Presentation is somewhat organized and does attempt to follow one of the organizational formats listed as an option.	Presentation is not organized and does not follow one of the organizational formats listed as an option.
Language	Language choices are 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 partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and do not 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 somewhat interesting and speaker appears somewhat comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	Examples clearly support the presentation or help establish the presenter's credibility/authority on the topic.	Examples usually support the presentation or help establish the presenter's credibility/authority on the topic.	Examples sometimes support the presentation or help establish the presenter's credibility/authority on the topic.	Examples are absent or do not support the presentation nor help establish the presenter's credibility/authority on the topic.

**Fermanian School of Business
PLO #4 Assessment
2024-2025**

Learning Outcome:

PLO #4: Formulate decisions informed by ethical values.

Outcome Measure:

BUS/BBU4089 – Ethics Assignment - implemented Summer 2022

Criteria for Success:

The average score for each criterion of the PLO #4 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

PLO #4 Rubric – Average Student Score:

Semester	# of Assessments	Economic Analysis	Legal Analysis	Ethical Duty Analysis	Final Recommendation	Total
Summer 2022	40	3.03	3.10	3.00	3.20	3.08
Fall 2022	26	3.31	3.27	2.96	3.42	3.24
Spring 2023	20	3.18	3.30	2.90	2.94	3.08
Summer 2023	40	3.23	3.20	3.98	3.13	3.13
Fall 2023	36	2.81	2.64	2.53	2.33	2.58
Spring 2024	48	2.42	2.50	2.25	2.29	2.36
Summer 2024	42	2.81	2.88	2.83	2.57	2.22
Fall 2024	36	3.36	3.50	3.17	3.47	3.38
Spring 2025	80	3.00	2.99	3.00	3.23	3.05
Summer 2025	98	3.23	3.23	3.39	3.33	3.30

Conclusions Drawn from Data:

The assessment of this PLO was moved to BUS 4089 beginning AY 21-22. The change resulted in a superior instrument being used to assess PLO #4. The criteria for success (average of 3.0 or higher out of 4.0) were met in all areas in the last three semesters except Legal Analysis in Spring 2025, where it was only .01 below the criteria for success.

Changes to be Made Based on Data:

Improvements were shown in AY24-25, and the criteria for success were met in almost all rubric areas. Data will continue to be collected and monitored to determine whether the trend persists into future semesters or was an outlier this academic year.

PLO #4 RUBRIC

Point Loma Nazarene University Program Learning Outcome #4: Formulate decisions informed by ethical values.

Criteria	Excellent 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 1
Economic Analysis	Clearly identifies how a decision or action positively or negatively impacts all members of society, including stakeholders.	Identifies how a decision or action positively or negatively impacts all members of society, including stakeholders.	Briefly identifies on how a decision or action positively or negatively impacts all members of society, including stakeholders.	Does not identify how a decision or action positively or negatively impacts all members of society, including stakeholders.
Legal Analysis	Clearly addresses what the law says is right and wrong. Clearly supports claims by referencing constitutional laws, statutory laws, regulatory laws, contractual laws, organizational policy, organizational or professional code of conduct.	Addresses what the law says is right and wrong. Supports claims by referencing constitutional laws, statutory laws, regulatory laws, contractual laws, organizational policy, organizational or professional code of conduct.	Briefly addresses what the law says is right and wrong. Briefly supports claims by referencing constitutional laws, statutory laws, regulatory laws, contractual laws, organizational policy, organizational or professional code of conduct.	Does not address what the law says is right and wrong. Does not support claims by referencing constitutional laws, statutory laws, regulatory laws, contractual laws, organizational policy, organizational or professional code of conduct.
Ethical Duty Analysis	Clearly identifies objective and universal standards (based on reason rather than emotion) regarding what is right, just, and fair. Clearly references at least two ethical tools to support view. *Ethical Tools Include: Personal Virtue, Utilitarianism, Universalism, Distributive Justice, Contributive Liberty, and Eternal Law.	Identifies objective and universal standards (based on reason rather than emotion) regarding what is right, just, and fair. References at least two ethical tools to support view. *Ethical Tools Include: Personal Virtue, Utilitarianism, Universalism, Distributive Justice, Contributive Liberty, and Eternal Law.	Somewhat identifies objective and universal standards (based on reason rather than emotion) regarding what is right, just, and fair. Briefly references one to two ethical tools to support view. *Ethical Tools Include: Personal Virtue, Utilitarianism, Universalism, Distributive Justice, Contributive Liberty, and Eternal Law.	Does not identify objective and universal standards (based on reason rather than emotion) regarding what is right, just, and fair. Does not reference at least one ethical tool to support view. Ethical Tools Include: Personal Virtue, Utilitarianism, Universalism, Distributive Justice, Contributive Liberty, and Eternal Law.
Final Recommendation	Does an excellent job weaving together the economic, legal, and ethical duty analysis to derive at a compelling moral argument that is very difficult to refute.	Does a good job weaving together the economic, legal, and ethical duty analysis to derive at a compelling moral argument that is difficult for someone to refute.	Does a fair job weaving together the economic, legal, and ethical duty analysis to derive at a moral argument that is somewhat difficult to refute.	Does a poor job weaving together the economic, legal, and ethical duty analysis to derive at a moral argument that is difficult to refute.

Average Score: _____ (Total/# of criteria)

**Fermanian School of Business
PLO #5 Assessment
2024-2025**

Learning Outcome:

PLO #5: Collaborate effectively in teams.

Outcome Measure:

The CAPSIM Capstone simulation provides comparative data on how each team of students performs relative to all other teams nationwide, with all teams taking the simulation at the same time. Direct and summative data for the School of Business Assessment of PLO #5 is gathered in BMG4088 – Strategic Management and, starting in Fall 2024, MGT 4088 - Strategic Management, using the following results:

1. CAPSIM Capstone Simulation Results

Indirect and summative data are gathered in BMG4088 and MGT 4088 (starting in Fall 2024) using the following results:

2. CAPSIM Capstone Peer Evaluation Module Results

Criteria for Success:

1. Capstone Simulation Results - Average team score will be above the 75th percentile
2. Capstone Peer Evaluation Module – Average student score will be a 4.5 or higher on a 5.0 scale in both areas of the module.

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:

Capstone Simulation Results:

Semester	N ¹	Capstone Simulation Results
Summer 2019	14	47.0
Summer 2020	N/A	N/A
Summer 2021	31	83.8
Spring 2022	44	82.2
Spring 2023	26	79.5
Summer 2023	16	72.1
Spring 2024	19	78.0
Summer 2024	7	75.0
Fall 2024 (MGT 4088)	54	54.38
Spring 2025 (BMG 4088)	25	74.4

Spring 2025 (MGT 4088)	112	71.33
Summer 2025 (BMG 4088)	21	76.2

¹ Number of Students Completing Module

Peer Evaluation Module Results:

Semester	N¹	Self-Management/ Accountability	Quality of Work and Contextual Performance
Summer 2019	9	4.77	4.84
Summer 2020	N/A	N/A	N/A
Summer 2021	31	4.81	4.82
Spring 2022	44	4.84	4.87
Spring 2023	25	4.53	4.62
Summer 2023	16	4.45	4.54
Spring 2024	19	4.83	4.92
Summer 2024	7	4.54	4.57
Fall 2024 (MGT 4088)	54	4.82	4.86
Spring 2025 (BMG 4088)	25	4.42	4.44
Spring 2025 (MGT 4088)	112	4.80	4.78
Summer 2025 (BMG 4088)	21	4.46	4.42

Conclusions Drawn from Data:

Starting in Fall 2024, MGT 4088 - Strategic Management began using the CAPSIM Capstone Simulation for assessment purposes. All data collected before Fall 2024 relates to BMG 4088 - Strategic Management. Data collected in Fall 2024 and later specify the course they relate to.

Data for the Knowledge of Team Module Results was not collected in Summer 2019 due to miscommunication regarding the simulation setup. Data was not collected for Summer 2020 for all three sets of scores due primarily to the fact that Summer 2020 term was fully remote (as a result of COVID-19), the Summer 2020 data is either: (1) not reliable due to all students not completing all parts of the simulation and related assignments or students not being fully prepared for the simulation and related assignments, or (2) was not collected due to a miscommunication with the simulation set-up. Therefore, no Summer 2020 data is included in any of the three score sets above.

Teams' scores on the CAPSIM Capstone Simulation met the criteria for success (above the 75th percentile) in only one of the AY 24/25 semesters; however, in all but the Fall 2024 MGT 4088 course, they were very close. In the Fall 2024 MGT 4088 course, this is likely due to a new professor teaching the course and the learning curve associated with the simulation.

Students' average scores on the CAPSIM Capstone Peer Evaluation Module met the criteria for success (average score of 4.5 out of 5.0) in each semester in both module areas, Self-Management/Accountability and Quality of Work and Contextual Performance in the MGT 4088 course, but missed criteria for success in both module areas in AY24/25 for the BMG 4088 course, although just slightly.

Changes to be Made Based on Data:

No changes to the CAPSIM Capstone Simulation or Peer Evaluation Module are recommended at this time. Data will continue to be collected and monitored.