

**Fermanian School of Business
Core Competencies**

Learning Outcome:

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

Outcome Measure:

ETS Proficiency Profile Exam

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

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

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

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

Longitudinal Data:

	Percentage of Students Marginal or			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Critical Thinking	86%	80%	63%	78%

Conclusions Drawn from Data: We were pleased to learn our ETS results regarding critical thinking increased 15% from last year and that the results exceeded our 70% target for success; however, we still see room for improvement. In addition to the ETS, we measure critical thinking through the COMP XM simulation. Similar to the ETS test results, the COMP XM results regarding critical thinking from the past year and met our target for success. We believe the drop in scores for the ETS and COMP XM the previous 2014-15 year may have been due to the absence of the professor who typically sets up the assessment and the expectations, as this professor was on sabbatical. However, this particular instructor returned from sabbatical this academic year, so possibly the rise in scores was due to his return and more importantly, due to the way in which the test is set up, including high expectations set by the professor.

Changes to be Made Based on Data:

We recommend no major changes at this time. However, we believe that motivating students to do well and stressing the importance of taking the ETS seriously will help students perform to the best of their ability. This includes clear expectations from not only the professor setting up the ETS, but from all FSB faculty. This way students are encouraged from our entire FSB community to do their best job.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results

**Fermanian School of Business
Core Competencies**

Learning Outcome:

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

Outcome Measure:

ETS Proficiency Profile Exam

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

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

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

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

Longitudinal Data:

	Percentage at Marginal or Proficient			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Writing	82%	100%	69%	77%

Conclusions Drawn from Data:

According to the ETS data, the students met our criteria for success with 77% average at least a level 2 on Writing. However, we still see room for improvement. To provide more detail on what specific area of writing the students could improve on, we looked at another assessment we conduct on writing in the FSB which is the Final Internship Research Report. Using an AAC&U rubric to assess the Final Internship Research Reports we noted that our students excelled in the areas of "Content and Purpose for Writing" AND "Content Development" but could slightly improve in the areas of "Sources and Evidence" and "Control of Syntax and Mechanics." We feel focusing on improvement in this area may improve our ETS scores as well.

Changes to be Made Based on Data:

Since we met our criteria for success, we do not plan to make any major changes. However, in light of the two areas of written communication that were in need of improvement in the Final Internship Research Reports, we plan to add a APA format activity into Bus. 313 this year, which is a course taken prior to taking Bus. 489 and the ETS. Hopefully, we will see another increase in the ETS Writing Score next year.

Rubric Used

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

**Fermanian School of Business
Core Competencies**

Learning Outcome:

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

Outcome Measure:

ETS Proficiency Profile Exam

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

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

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

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

Longitudinal Data:

	Percentage at Marginal or Proficient			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Mathematics	86%	100%	77%	83%

Conclusions Drawn from Data:

The FSB was pleased to see our students meet our criteria for success. Although, we scored higher in 2012-13 and 2013-14, we did increase our percentage from last year – going from 77% to 83% of students at a Level 2 or higher.

Changes to be Made Based on Data:

No changes at this time. Our faculty will continue to encourage students to do their best on the ETS and make our expectations clear.

Rubric Used

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

**Fermanian School of Business
Oral Communication Core Competency Assessment
2015-2016**

Learning Outcome:

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

Outcome Measure:

BUS489 - 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

Longitudinal Data:

The FSB collected data at the junior level on a speaking assignment (BUS 313 Research Proposal Presentation) for many years for ACBSP assessment purposes. However, a new assignment (Video Cover Letter) was implemented at the senior level in BUS 489 and data was collected beginning in the Spring of 2015. Please find below our longitudinal data beginning Spring 2015.

AACU Oral Communication Value Rubric – Average Rubric Score:

Course	Semester	# of assessments	Organization	Language	Delivery	Supporting Material	Central Message	Total
BUS489	Spring 2015	29	3.52	3.21	2.97	3.45	3.00	3.23
BUS489	Fall 2015	34	3.88	3.29	3.09	3.27	3.29	3.36
BUS489	Spring 2016	40	3.88	3.43	2.93	3.35	3.13	3.41
BUS489	Summer 2016	20	3.48	3.30	3.25	3.30	3.30	3.33

Conclusions Drawn from Data:

Based on the data, students met or exceeded the criteria for success (average score of 3.0 out of 4.0) on all criteria listed on the AACU Oral Communication Rubric in Fall 2015, on all but one criterion for Spring 2016, and in all criteria for Summer 2016. Overall, we were very pleased with these findings. However, the assessors for this assignment recommended a few changes moving forward in the area that fell below the 3.0 target score in Spring 2016. The area that fell below the threshold in Spring 2016 was “Delivery” - which received a score of 2.93 – just slightly under the target score.

Changes to be Made Based on Data:

As a fairly new assignment, the assessment process for the video cover letter will help fine-tune and clarify the content and delivery requirements moving forward. Based on feedback from the assessors, the content was satisfactory, but the format was in need of improvement. For instance, the assessors noted that the videos varied in length from 45 seconds to 5 minutes. The time limit given was not specific enough and therefore, the time will be clearly noted on video cover letter directions as “not to exceed one minute.” Additionally, the link to an excellent video cover letter by a student from Spring 2016 will be sent out to future students as an example (upon permission of the student). The example will demonstrate proper lighting, background, delivery, organization of content, and timing. These steps should help ensure our students have a clear understanding of the video cover letter expectations moving forward.

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
Written Communication Core Competency Assessment
2015-2016**

Learning Outcome:

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

Outcome Measure:

BUS489 - Final Internship Research Report

Criteria for Success:

Final Internship Research Report: Average score for each criteria of the AACU Written 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:

The FSB collected data at the junior level on a different writing assignment (Group Research Project) for many years for ACBSP assessment purposes. However, a new assignment (Final Internship Research Report) was implemented at the senior level in BUS 489 and data was collected beginning in the Spring of 2015. Please find below our longitudinal data beginning Spring 2015.

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
BUS489	Spring 2015	26	3.46	3.50	3.27	3.42	3.19	3.41
BUS489	Fall 2015	35	3.60	3.60	3.34	3.17	3.11	3.36
BUS489	Spring 2016	41	3.41	3.27	3.10	2.71	2.88	3.26
BUS489	Summer 2016	20	3.30	3.25	3.15	3.10	2.98	3.16

Conclusions Drawn from Data:

According to the data, the students met our criteria for success (average of a 3.0 or above out of 4.0) on all criteria listed on the AACU Written Communication Rubric for Fall 2015, met our criteria for success on all but two criteria for Spring 2016, and met our criteria for success in all but one area for Summer 2016. The two criteria they fell below a 3.0 average in Spring 2016 include: "Sources and Evidence" and "Control of Syntax and Mechanics." The one criterion they fell below a 3.0 average in Summer 2016 includes: "Control of Syntax and Mechanics." Although the scores were close to 3.0, the FSB has a few recommended changes in light of these scores. We were pleased to see high marks especially in the areas of "Content and Purpose for Writing" and "Content Development."

Changes to be Made Based on Data:

Being a new assignment, the assessment process really helped to highlight mechanical issues in need of improvement. Based on feedback from assessors, the content was strong, but the citing and syntax needed some work. To address this, use of proper APA format will be reinforced by incorporating an APA citing activity in the pre-requisite course, BUS 313. Also, full-time faculty will be provided APA guidelines and taught proper APA format by the librarian. Additionally, the directions for the Final Internship Research Report will be slightly revised to include an emphasis on proper grammar and sentence structure. Finally, students will be encouraged to proofread their reports before submitting them.

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 4	Milestones		Benchmark 1
		3	2	
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful 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 in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.