

Assessment Data Template
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Learning Outcome: #2c. Develop a professional presentation in their work in Business Administration.

Outcome Measure: Video Cover Letter (assessed in senior level – Bus. 489 Class)

Criteria for Success (if applicable): 75% of students will score at least a 3.0 or higher on 4.0 scale in all areas on AACU: CC Written Communication VALUE Rubric.

- Organization
- Language
- Delivery
- Supporting Material
- Delivery

***Longitudinal Data:** The FSB has collected data at the junior level on a different speaking assignment for many years for ACBSP. However, we started collecting data at the senior level on a new writing assignment (Video Cover Letter) in Spring 2015, so please find below our longitudinal data from the previous measure (Bus. 313 research proposal presentation) used to assess “oral communication” as well as data on the new measure (video cover letter) for Spring 2015.

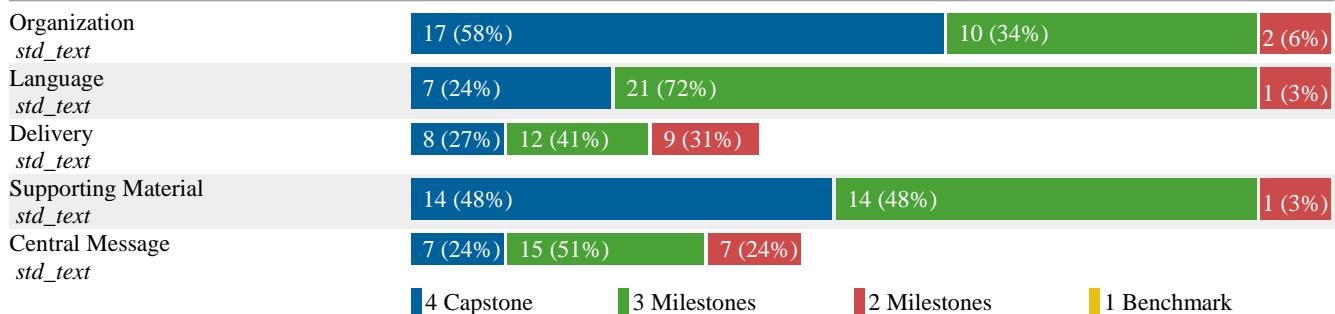
*Longitudinal Data – Presenting (Bus. 313 Research Proposal Presentation – target is 75% of students scoring at least a 3 or above on a 4 pt. scale) – Data used for ACBSP

Presenting	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Percentage of students scoring 3 or above (on 4 pt. scale)	96%	96%	97%	80%	98%	88%

Spring 2015: Oral Communication (Video Cover Letter: New Assignment)

Rubric: AACU: Oral Communication VALUE Rubric

	4 Capstone (4 pts)	3 Milestones (3 pts)	2 Milestones (2 pts)	1 Benchmark (1 pts)	Mean	Mode	Stdev
Organization	17	10	2	0	3.517	4.000	0.623
Language	7	21	1	0	3.207	3.000	0.483
Delivery	8	12	9	0	2.966	3.000	0.765
Supporting Material	14	14	1	0	3.448	3.000	0.562
Central Message	7	15	7	0	3.000	3.000	0.695



Conclusions Drawn from Data: Results show at least 75% of students met the target average of 3.0/4.0 on all areas of the rubric, except for delivery. Although the “central message” category just met the 75%, this is too close for comfort to our target, so we believe more emphasis needs to be put on the message in the assignment description. Furthermore, the delivery scores were lower than the target (with 68% of students scoring a 3.0 or above). When taking a closer look at the rubric and comments, the low scores were due to setting of the video (background noise, poor lighting, etc.) and not due to typical delivery aspects such as vocal variation, eye contact, volume, etc. With this in mind, directions are being revised to include more details regarding background noise, lighting, and overall setting. We are also exploring the idea of using testmypitch.com as a common platform, so the technical quality of the videos are consistent across the board.

Changes to be Made Based on Data: If FSB reinstates the video cover letter assignment in the Fall 2015, it will be condensed to include a clear message, time limit, simplified format, and a common platform (YouTube.com or testmypitch.com). Even though a specific format was provided for the videos, the videos submitted tended to be too long, lack common platform, undergo technical difficulties, and, thus, impact the delivery of the message.

Rubric Used:
AACU:CU Oral Communication VALUE Rubric (2012)

	Capstone 4	Milestones 3	Milestones 2	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.

