

Assessment Data Template
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Learning Outcome: #2b. Students who complete the program in Business Administration will be able to communicate, in various mediums, the essentials of Business Administration.

Outcome Measure: Final Internship Research Report (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.

- Context and Purpose for Writing
- Content Development
- Genre and Disciplinary Conventions
- Sources and Evidence
- Control of Syntax and Mechanics

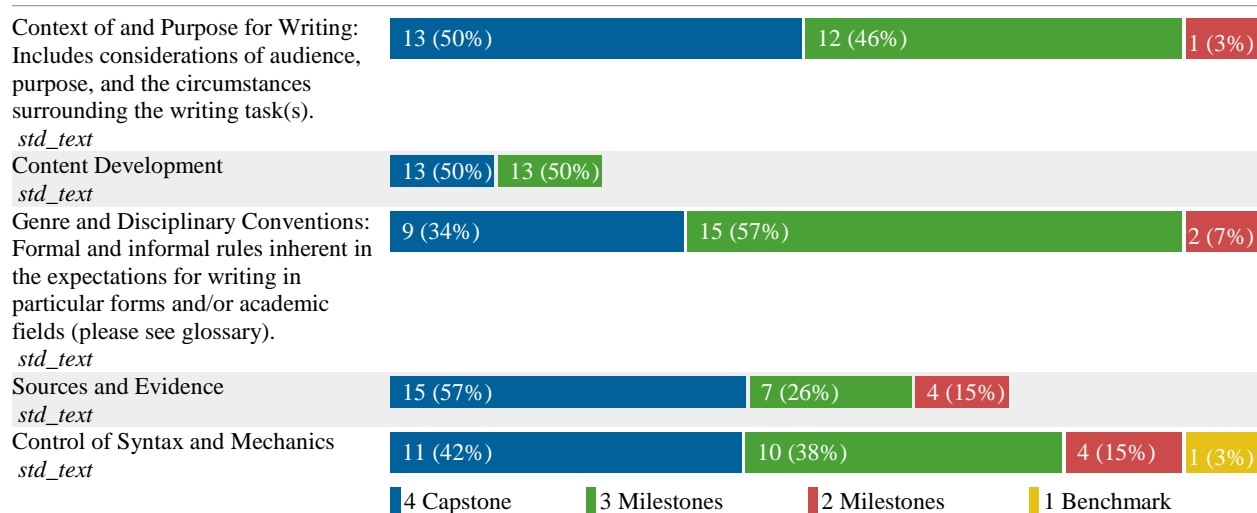
***Longitudinal Data:** The FSB has collected data at the junior level on a different writing assignment for many years for ACBSP. However, we started collecting data at the senior level on a new writing assignment (Final Internship Research Report) in Spring 2015, so below please find longitudinal data collected on this learning outcome along with data collected on the new outcome measure and the two semesters this new measure has been in place (Spring 2015 and Summer 2015).

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

Writing	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Percentage of students scoring 3 or above (on 4 pt. scale)	81.50%	99%	74%	91%	95%	91%

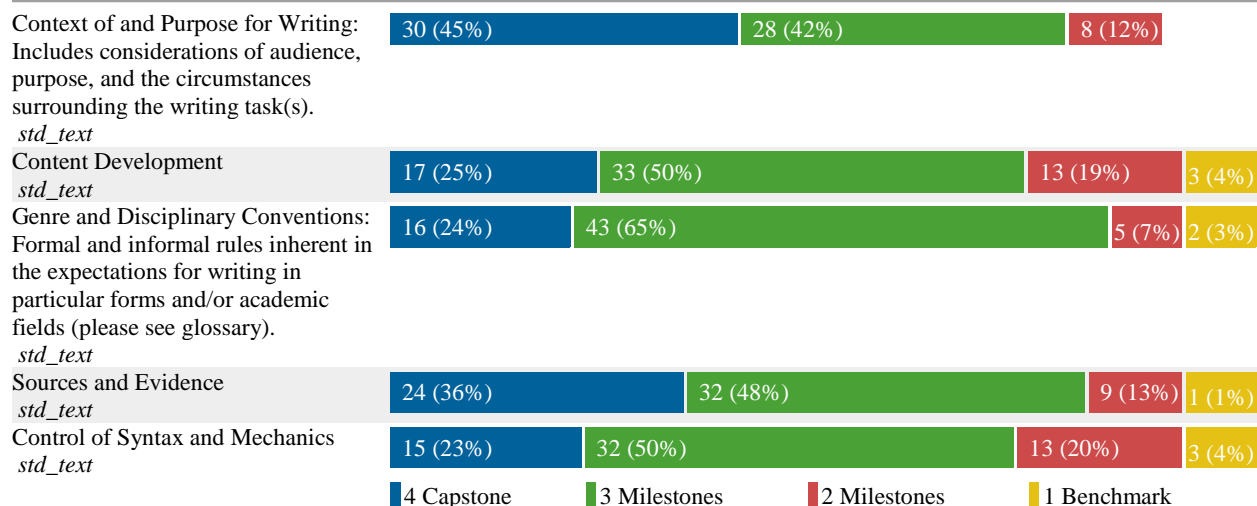
Spring 2015: Written Communication

	4 Capstone (4 pts)	3 Milestones (3 pts)	2 Milestones (2 pts)	1 Benchmark (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	13	12	1	0	3.46	2.0000	.570
Content Development	13	13	0	0	3.50	3.0000	.500
Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	9	15	2	0	3.26	3.0000	.592
Sources and Evidence	15	7	4	0	3.42	3.0000	.743
Control of Syntax and Mechanics	11	10	4	1	3.19	2.0000	.833



Summer 2015: Written Communication

	4 Capstone (4 pts)	3 Milestones (3 pts)	2 Milestones (2 pts)	1 Benchmark (1 pts)	Mean	Mode	Stdev
Context of and Purpose for Writing: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	30	28	8	0	3.333	4.0000	0.682
Content Development	17	33	13	3	2.970	3.0000	0.797
Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	16	43	5	2	3.106	3.0000	0.654
Sources and Evidence	24	32	9	1	3.197	3.0000	0.722
Control of Syntax and Mechanics	15	32	13	3	2.937	3.0000	0.794



Conclusions Drawn from Data: Overall, results show students met the target average of 3.0/4.0; however, Summer 2015 students scored slightly below the target average of 3.0 in the area “Control of Syntax and Semantics.” When taking a closer look at the data in this area,

sentence issues centered on APA format and properly citing in text. Although Summer 2015 students just met the target of 75% of students at 3.0 or above on “Content Development,” this is a significant drop from the 100% of Spring 2015 students scoring at a 3.0 or above in this area. With this in mind, summer data reveals a need to reinforce APA format and sentence structure, as well as, reinforce need for content development through examples.

Changes to be Made Based on Data: Add APA activity to Bus. 313 (pre-requisite course for Bus. 489).

**Rubric Used:
AACU: Written Communication VALUE Rubric (2012)**

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context 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.

