

**Fermanian School of Business
PLO #3 Assessment
2017-2018**

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 489 course:

1. Final Internship Research Report
2. Video Cover Letter

Criteria for Success:

1. 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.
2. Final Internship Research Report: Average score for each criteria of the AACU Information Literacy Value Rubric will be a 3.0 or higher out of 4.0.
3. Video Cover Letter: 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 – 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 |
|--------|-------------|------------------|---------------------------------|---------------------|------------------------------------|----------------------|---------------------------------|-------|
| 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 | 40 | 3.30 | 3.25 | 3.15 | 3.10 | 2.98 | 3.16 |
| BUS489 | Fall 2016 | 40 | 3.30 | 3.03 | 2.70 | 3.33 | 2.85 | 3.04 |
| BUS489 | Spring 2017 | 40 | 3.28 | 3.13 | 3.05 | 3.20 | 3.00 | 3.13 |
| BUS489 | Summer 2017 | 44 | 3.46 | 3.23 | 2.98 | 2.84 | 3.16 | 3.13 |
| BUS489 | Fall 2017 | 38 | 3.40 | 3.37 | 2.92 | 3.71 | 2.74 | 3.23 |
| BUS489 | Spring 2018 | 40 | 2.73 | 2.63 | 2.68 | 2.75 | 2.60 | 2.68 |
| BUS489 | Summer 2018 | 48 | 3.56 | 3.36 | 3.24 | 3.28 | 3.00 | 3.29 |

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 2016 | 40 | 3.98 | 3.95 | 3.48 | 3.33 | 2.75 | 3.50 |
| BUS489 | Spring 2017 | 40 | 3.82 | 3.95 | 3.49 | 3.39 | 3.03 | 3.54 |
| BUS489 | Summer 2017 | 44 | 3.27 | 3.41 | 2.89 | 2.96 | 3.18 | 3.14 |
| BUS489 | Fall 2017 | 38 | 3.71 | 3.74 | 3.34 | 3.34 | 3.13 | 3.45 |
| BUS489 | Spring 2018 | 40 | 2.85 | NA | 2.55 | 2.70 | 2.63 | 2.68 |
| BUS489 | Summer 2018 | 48 | 3.49 | 3.39 | 3.39 | 3.39 | 3.18 | 3.37 |

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 |
|--------|-------------|------------------|--------------|----------|----------|---------------------|-----------------|-------|
| 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 |
| BUS489 | Fall 2016 | 40 | 2.98 | 3.13 | 2.55 | 3.20 | 2.98 | 2.97 |
| BUS489 | Spring 2017 | 40 | 3.00 | 2.98 | 2.83 | 3.08 | 2.95 | 2.97 |
| BUS489 | Summer 2017 | 44 | 3.55 | 3.41 | 3.23 | 3.48 | 3.59 | 3.45 |
| BUS489 | Fall 2017 | 34 | 3.88 | 3.50 | 3.09 | 3.21 | 3.41 | 3.42 |
| BUS489 | Spring 2018 | 40 | 3.80 | 3.48 | 3.23 | 2.43 | 3.38 | 3.26 |
| BUS489 | Summer 2018 | 48 | 3.79 | 3.29 | 2.94 | 3.17 | 3.15 | 3.27 |

Conclusions Drawn from Data

Final Internship Research Report – Written Communication Rubric: The Spring 2018 semester is an outlier for all rubric criteria areas on the Written Communication rubric; therefore, Spring 2018 data has been excluded from this analysis. The areas of Context and Purpose for Writing and Content Development show consistently high scores, with students scoring above the criteria for success (average of 3.0 or higher out of 4.0) in all eight semesters. The criteria for success was met in six of the eight semesters in the area of Sources and Evidence. Scores in the area of Genre and Disciplinary Conventions were below the criteria for success in three of the eight semesters. Scores in the area of Control of Syntax and Mechanics were below the criteria for success in four of the eight semesters.

Final Internship Research Report – Information Literacy Rubric: The Spring 2018 semester is an outlier for all rubric criteria areas on the Information Literacy rubric; therefore, Spring 2018 data has been

excluded from this analysis. The criteria for success (average of 3.0 or higher out of 4.0) was met in each of the five semesters on two of the rubric criteria areas, Determine the Extent of Information Needed and Access the Needed Information. The criteria for success was met in four of the five semesters on the other three rubric criteria areas, Critically Evaluate Information and Sources, Use Information Effectively to Accomplish a Specific Purpose and Access and Use Information Ethically and Legally.

Video Cover Letter – Oral Communication Rubric:

The criteria for success (average of 3.0 or higher out of 4.0) was met in eight of the last nine semesters on the rubric criteria areas of Organization, Language and Supporting Material. Scores in the rubric criteria area of Central Message met the criteria for success in seven of the nine semesters, with scores just slightly below the criteria for success, ranging from 2.95-2.98. For the rubric criteria area of Delivery, the criteria for success was met in five out of the nine semesters, with scores ranging from 2.83-2.97 and a score of 2.55 in Fall 2016.

Changes to be Made Based on Data

Final Internship Research Report - Written Communication: Some areas for improvement are as follows:

- APA format and content presentation will continue to be developed in BUS313 Administrative Communication and BUS489 Business Internship. In addition, APA format will be introduced and developed in MGT212 Principles of Management beginning Spring 2019. This should result in higher scores in the rubric criteria area of Genre and Disciplinary Conventions.
- Beginning Spring 2019, emphasis will be placed on syntax and mechanics in the directions and feedback on written assignments in MGT212 Principles of Management, BUS313 Administrative Communication and BUS489 Business Internship. This should result in higher scores in the rubric criteria area of Control of Syntax and Mechanics.

Final Internship Research Report - Information Literacy: The initial assessment using the AACU Information Literacy Value rubric in AY16-17 and AY17-18 yielded baseline scores. More data will be collected before any changes are recommended.

Video Cover Letter – Oral Communication: Refinement of the assignment and rubric clarification has resulted in overall positive trends in the scores on the Oral Communication rubric. The two out of twenty scores across all five rubric criteria areas that were below the criteria for success appear to be outliers. Data will continue to be collected to see if trends in the data arise.

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. |

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. |