

School of Business – Assurance of Learning - Goal 1

Effective Communicators: Students will demonstrate effective oral and written communications skills.

- a. Students will produce professional quality business documents. (UNIV1000, BUAD2200, MGT4300)
- b. Students will deliver professional quality oral presentations. (BUAD2200, MKTG3230)
- c. Students will demonstrate communication skills in team settings. (BUAD2200, MKTG3230)

A. Data collection and Analysis: 2010 - 2011

B. Measurement Locations & Instruments

1. UNIV1000: Written Document ([Rubric](#))
2. BUAD2200: Pre and Post Assessment (Objective), Written Document ([Rubric](#)), Oral Presentation ([Rubric](#)), Team Document and Presentation ([Rubric](#))
3. MKTG3230: Team Presentation ([Rubric](#))
4. MGT4300: Written Document ([Rubric](#))

C. Results

Goal 1 – Objective 1.a: At least 75% of the students must earn 70% or better on the final business document. – Measured in BUAD2200 & UNIV1000

Objective measure (BUAD2200)

	Average Pre Score	Average Post Score	Number of Students	Number with Post Score ≥ 70	Average Percentage Increase (Pre to Post)	Percent Post Scores ≥ 70
2010 - 2011	56.3	78.6	143	122	37%	85%

Matched Pairs (UNIV1000 → MGT4300)

	Number of Students	Number with Post Score ≥ 70	Percent Post Scores ≥ 70
2010 - 2011	5	3	60%

Written Document (BUAD2200)

	Number of Students	Number with Post Score ≥ 70	Percent Post Scores ≥ 70
2010 - 2011	13	8	61%

Goal 1 – Objective 1.b - On the final class presentation a minimum of 90% of students will score at least acceptable (70%) – Measured in BUAD2200

	Number of Students	Number with Post Score ≥ 70	Percent Post Scores ≥ 70
2010 - 2011	128	121	94.5%

Goal 1 – Objective 1.c - At least 75 percent of the groups will earn an Exemplary or Good score on at least three of the four areas of the grading rubric.—Measured in MKTG3230

	Number of Teams	Number with Post Score ≥ 70	Percent Post Scores ≥ 70
2010 - 2011	26	22	85%

D. Actions

Data results from 2010 – 2011 analysis appear to indicate that students are in fact learning the material at the level required. However, a slight percentage (8%) shows grammatical and stylistic problems. Therefore, we will continue to provide additional grammatical and stylistic study materials and self-directed quizzes for students. This additional material is not graded. Moreover, to increase content retention, in the fall of 2011 classroom content lectures were recorded and posted to the course management system for all students. Beginning in the fall 2012, the professors began recording and posting the student presentations to increase the students' awareness of their speaking and delivery skills.

After grading the professional business document for the fall 2010 semester (University 1000) and fall 2013 and spring 2014 semester using the rubric, a couple of changes were made to the scoring rubric to improve the process for accomplishing this measurement. The revised rubric will be used for the first time in the fall 2014-University 1000 and BUAD 2200. Upon recommendation of the raters, the rubric was revised as follows:

- (1) Leave E-mail criterion as is.
- (2) Add the following descriptions to the Attachment Letter criterion (changes highlighted in yellow):

Content & Spacing - Letter	Not Acceptable (0)	Acceptable (1)	Excellent (2)
Dateline	No date		Has current date in appropriate format - May 5, 2014
Inside/Receiver Address	No inside/receiver address		Has complete inside address in appropriate format.
Salutation	No salutation		Has complete salutation - Dear Dr. Kilcoyne.
Body	No body	Has at least one paragraph.	Has more than one paragraph.
Complimentary Close	No complimentary close		Has complete complimentary close - Sincerely followed by sender's typed name and title if applicable.

(3) Add the following descriptions to the Content & Spacing of the Attachment Letter (changes highlighted in yellow):

Content & Spacing - Letter	Not Acceptable (0)	Acceptable (1)	Excellent (2)
Spacing (2)	Dateline, inside/receiver address, salutation, body,	One minor spacing error i.e. signature space	Dateline in appropriate place; double spaced
Grammatical Errors (2)	Misspelled words, misused words, incomplete sentences,	One misspelled word or misused word; no incomplete sentences.	No misspelled words; no misused words; no
Opening (2)-Gaining Attention	No introduction of topic		Has an appropriate introduction
Body (2) AIDA Model specifically,	Does not cover topic	Few items about topic	Has topic covered adequately.
Closing paragraph (2)-Requesting ACTION	No closing paragraph	Has closing paragraph with either contact information or requested	Has appropriate closing paragraph with contact

Recommendations: Information regarding ALL grading rubrics will be brought to the students' attention so they can use them prior to assignment and/or project submissions. Students are already required to complete a self-evaluation on the written comparison report project; therefore, students should be encouraged to complete the same self-evaluation on all written assignments and projects. The grading rubric will be shared with those professors interested in reinforcing this skill set.

Also, it was recommended that this written portion of the School of Business Knowledge exam be given at another time or allow the students to complete the SoBus Knowledge Exam first and then take the letter assignment home to complete and e-mail back within 24 hours.

E. Background about the Process: Two faculty members teaching business communications were requested to develop Assurance of Learning [AoL] standards and quantify student outcomes for these objectives. Specifically they were to determine if students' knowledge of business communication skills (both oral and written) had occurred and improved as a result of teaching activities. In spring 2005, they reviewed the literature and examined standardized business communication examinations. A pre-test was developed that included a comprehensive overview of the business communication requirements and contained such topics as:

1. Laying communication foundations
2. Using the writing process
3. Corresponding at work
4. Reporting workplace data
5. Developing speaking and technology skills

6. Communicating for employment

This same test was intended to be given as a post-test at the end of the semester and the professors piloted the pre-test/post-test exam with one summer school section. Some of the questions were eliminated, and additional questions relating to basic grammar were added and a separate writing assignment was added. The official data collection process began in all sections of the fall 2005 business communication course. Student learning was defined to occur if there was a positive percent of change in the test scores.

In addition to the objective pre- and post- test assessment, an application assessment is also used to measure **Objective 1a**: Produce professional quality business documents. Students are required to create a business letter addressing a business problem and deliver the letter as an e-mail attachment. Match pairs analyzed from pre-assessment in BUAD 2200 and post-assessment at the end of the semester-final exam. At least 75% of the students must earn 70% or better on the final business document.

For assessment purposes of **Objective 1b** - Deliver professional quality oral presentations – students are required to develop and deliver a 5-minute presentation about conducting business in a foreign country. This presentation is graded with a rubric shared with all students and the professors. Scores of all the raters are compared to provide a final grade. Inter-rater agreement was analyzed and it was determined no differences existed.

Objective 1c is measured in the core class MKTG 3230 - Principles of Marketing. In this class, students are divided into small groups (3 to 4 students), and are required to develop a marketing plan for a “new-to-the-world” product. In addition to developing a written report, the groups are required to orally present their reports. In assessing the Objective 1c, a grading rubric was developed following the BUAD2200 rubric and with changes to account for the content and level change and a small sample of groups of students from several class sections were assessed on their communication skills in group settings. Marketing faculty independently used four metrics and evaluated group presentations as Exemplary, Good, Satisfactory, or Unacceptable. The stated goal is that at least 75 percent of the groups will earn an Exemplary or Good score on at least three of the four areas of the grading rubric.

F. FUTURE ACTION ITEMS

Due to changes in the curriculum, starting with the Fall 2016, CIS will not complete the MGT4300 capstone class. Instead, they will complete a CIS capstone class that will measure this goal with a case study.

Appendices

1. UNIV1000 Written Document Rubric

Grading Rubrics for Communication Assessment by E-mail				
*Revised per recommendations from peer-reviewers-May 2014				
				TOTAL Points (25)
Email	Not Acceptable (0)	Acceptable (1)	Excellent (2)	10 points
Appropriate Subject Line (1)	Missing Appropriate Subject Line	Has Subject Line; but not appropriate	Appropriate Subject Line	
Attachment	No attachment		Attachment	
Greeting	No greeting		Has Greeting	
Body	No body	Has some type of information; but not complete.	Has complete body	
Signature Block	No signature	Name; but no title i.e. BUAD 2200 011	Has Name and Title	
Attachment-Letter	Not Acceptable (0)	Acceptable (.5)	Excellent (1)	5
Format-5 points:				
Dateline	No date		Has current date in appropriate format - May 5, 2014	
Inside/Receiver Address	No inside/receiver address		Has complete inside address in appropriate format.	
Salutation	No salutation		Has complete salutation - Dear Dr. Kilcoyne.	
Body	No body	Has at least one paragraph.	Has more than one paragraph.	
Complimentary Close	No complimentary close		Has complete complimentary close - Sincerely followed by sender's typed name and title if applicable.	
Content & Spacing - Letter	Not Acceptable (0)	Acceptable (1)	Excellent (2)	10
Spacing (2)	Dateline, inside/receiver address, salutation, body, complimentary close are not in appropriate places, inappropriate spacing between major parts of the letter; paragraphs are not single spaced; no spacing available for sender's signature	One minor spacing error i.e. signature space	Dateline in appropriate place; double spaced appropriately; paragraphs single spaced.	
Grammatical Errors (2)	Misspelled words, misused words, incomplete sentences, etc.	One misspelled word or misused word; no incomplete sentences.	No misspelled words; no misused words; no incomplete sentences.	
Opening (2)-Gaining Attention	No introduction of topic		Has an appropriate introduction	
Body (2) AIDA Model specifically, creating interest and desire.	Does not cover topic	Few items about topic	Has topic covered adequately.	
Closing paragraph (2)-Requesting ACTION	No closing paragraph	Has closing paragraph with either contact information or requested action; but not both.	Has appropriate closing paragraph with contact information & requested actions if appropriate	
Total				

2. BUAD2200 Written Assessment Rubric

Category	Possible Points(100 or 50)	Your Score
Opening, Closing	10 or 5	
Strategy, Organization	10 or 5	
Completeness, Accuracy	10 or 5	
Tone, Goodwill Effect	10 or 5	
Clarity, Coherence	10 or 5	
Overall effect, Originality	10 or 5	
Mechanics	40 or 20	
Spelling, typo (-5)		
Word choice (-5)		
Major punctuation error (-6)		
Minor punctuation error (-2 more)		
Idiom, syntax, or other error (-2 to - 12)		

*Subject to change if deemed appropriate

Content: 15 points

Compared three models or brands against set criteria	+3
Easy to Follow	+3
Documented why they compared these models & used the criteria	+3

Mechanics: 15 points

Misspelled words	-3 (1 st time) -2 (2 nd time) -1(3 rd time)
Incomplete sentences	-3 (1 st time) -2 (2 nd time) -1(3 rd time)
Fragments	-3 (1 st time) -2 (2 nd time) -1(3 rd time)
Capitalization	-1
Awkward	-1
Subject/Verb Disagreement	-3 (1 st time) -2 (2 nd time) -1(3 rd time)

Format: 20 points

Memorandum Format/Report Format- 10 points	
Headings	-3
Spacing	-3
Page Heading	-3
Reference/Documentation - 10 points	
Parenthetical Citation	-3 (1 st time) -2 (2 nd time) -1(3 rd time)
Reference	-3 (1 st time) -2 (2 nd time) -1(3 rd time)
ABC Order	-3
No parenthetical citations	-5 (50 point assignment) -10 (100 point assignment)

3. BUAD2200 Oral Presentation Rubric

Performance Area	Excellent 5	4	Competent 3	2	Poor 1	Score
Delivery Style	Speaker uses grammatically correct and appropriate language. Smooth, effective delivery.		Speaker generally uses correct and appropriate language. Some hesitations in delivery.		Speaker appears unpracticed. Unnecessary pauses, filler words. Incorrect or inappropriate language.	
Speaking Skills	Good voice control, eye contact, and physical demeanor.		Adequate voice control, eye contact, and physical demeanor.		Problems with voice control, eye contact, or posture.	
Appearance	Student dress and appearance is appropriate for a professional meeting.		Student dress and appearance is more casual than appropriate for a professional meeting.		Student dress is not appropriate.	
Structure/Organization	Presentation is clear, logical, and organized. Issues clearly identified, topic thoroughly discussed, conclusion offered.		Presentation is generally clear and well organized. A few minor points may be confusing. Some issues identified, adequate discussion, some conclusion offered.		Presentation difficult for listener to follow. Some arguments are not clear. No clear identification of issues, lack of thorough discussion, and no conclusion offered.	
Overall Effectiveness	The presentation is easy to follow, informative, and generated audience interest.		The presentation is generally well-organized, moderately informative, and generated some audience interest		The presentation is poorly organized, little information is conveyed, and audience is losing interest.	

Adapted from Clapp, B., Dexter, L., Weber, M. (2007, December). Course-embedded assessment to meet new AACSB standards. *Business Education Forum*, 62(2), 32-36.

4. BUAD2200 Team Document and Presentation Rubric

Performance Area	Excellent 5	4	Competent 3	2	Poor 1	Score
Delivery Style	Speaker uses grammatically correct and appropriate language. Smooth, effective delivery.		Speaker generally uses correct and appropriate language. Some hesitations in delivery.		Speaker appears unpracticed. Unnecessary pauses, filler words. Incorrect or inappropriate language.	
Speaking Skills	Good voice control, eye contact, and physical demeanor.		Adequate voice control, eye contact, and physical demeanor.		Problems with voice control, eye contact, or posture.	
Appearance	Student dress and appearance is appropriate for a professional meeting.		Student dress and appearance is more casual than appropriate for a professional meeting.		Student dress is not appropriate.	
Structure/Organization	Presentation is clear, logical, and organized. Issues clearly identified, topic thoroughly discussed, conclusion offered.		Presentation is generally clear and well organized. A few minor points may be confusing. Some issues identified, adequate discussion, some conclusion offered.		Presentation difficult for listener to follow. Some arguments are not clear. No clear identification of issues, lack of thorough discussion, and no conclusion offered.	
Overall Effectiveness	The presentation is easy to follow, informative, and generated audience interest.		The presentation is generally well-organized, moderately informative, and generated some audience interest		The presentation is poorly organized, little information is conveyed, and audience is losing interest.	

Adapted from Clapp, B., Dexter, L., Weber, M. (2007, December). Course-embedded assessment to meet new AACSB standards. *Business Education Forum*, 62(2), 32-36.

5. MKTG3230 Team Presentation Rubric

Marketing Plan Presentation Rubric

PRESENTATION (50 pts)	EXEMPLARY A	GOOD B	SATISFACTORY C	UNACCEPTABLE Fail
Professional Appearance (5 pts)	All group members will be dressed professionally (ties, dress shirt, slacks for men; corresponding level of formality for women) and neatly groomed.	One or more group members will not be dressed professionally, but the group projects a professional appearance as a whole.	Group members are neat and clean, but the group does not project a professional appearance	Rumpled, unkempt appearance of any one group member. Group members wearing Levi's, baseball caps, shower sandals, t-shirts, etc.
Clarity, Organization, Preparedness (10 pts)	The presentation will be smooth, polished, and organized. It will last about 15 minutes. Group members will share the floor equally and transitions will be seamless.	The presentation will flow smoothly. There may be some rough transitions from person to person and/or some difficulty with visuals. The presentation will be no more than 15 minutes long, but one or more group members will seem rushed or "run out of time".	The presentation will move forward logically, but roughly. Visuals may be disorganized. There may be a problem with the timing of the presentation (too long or too short); some members may do much more of the talking than others.	Disorganized presentation resulting in difficulty of comprehension. Not all group members speak. Visuals will be messy or otherwise difficult to see. It will be clear that the group did not put time in to preparing or rehearsing the presentation.
Elocution (Quality of Speech) (10 pts)	All speakers speak deliberately and clearly, avoid distracting filler words, and make frequent eye contact. Notes or cards will be used for cues only (not read).	All speakers will be easily understood, but one or more members may speak a little too fast, use too many "uhs" or "likes", or read cues instead of speaking to the panel.	One or two group members may be difficult to understand because of rushed speech. Use of filler words and lack of eye contact may be distracting.	Entire group is difficult to understand because of rushed speech or inarticulate speech. Use of filler words and lack of eye contact is so distracting that it is annoying.
Group Cohesion (10 pts)	The group members will demonstrate that each has done her or his part of the project and worked collaboratively to create and present the business plan to the panel.	The group members will demonstrate that each has done her or his part of the project, but there may not be specific evidence of collaborative effort.	It will be apparent that the group met as a whole very little. The work will seem to have been done by individuals instead of a team.	It will be apparent that the group had difficulty working together. Tension and frustration will appear in the group's presentation.
Individual member contribution (15 pts)	All members to be rated equally			One or more of the members of the group has/have issues with appearance, elocution or group contribution.

6. MGT4300 Written Document Rubric

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Total				

7. Presentation Links

BUAD 2200 Country Report Japan <https://vimeo.com/54564343>

BUAD 2200 Country Report Online student: <https://vimeo.com/65840409>

Fall 2012 Columbia Grp Presentation [first video captures] <https://vimeo.com/54553190>

Fall 2012 Russia Grp Presentation <https://vimeo.com/54564343>

BUAD 2200 Fall 2012 Country Report – Columbia <https://vimeo.com/54855654>

BUAD 2200 Fall 2012 Country Report – Russia <https://vimeo.com/54972496>

BUAD 2200 Fall 2012 -1N Country Report – Russia <https://vimeo.com/54860887>

MKTG3230 - Presentation - Quick Scan - <https://vimeo.com/33304592>

MKTG3230 - Presentation – Wader - <https://vimeo.com/33221651>

MKTG3230 - Presentation – SubParent - <https://vimeo.com/33221208>

MKTG3230 - Presentation – KeyPrint - <https://vimeo.com/33219660>

MKTG3230 - Presentation – TAGUA - <https://vimeo.com/33178028>