

BSBA AY 2015-2016 Assessment

Phase 1: Assessment Plan

Learning Outcome assessed:

BSBA Learning Outcome 3: Communication

Effectively communicate orally and in writing using various mediums across unique situations.

Assessment Method:

Final Project Presentation in the BSBA Capstone Courses BUS 401 and BUS 406

Targeted performance, based on rubrics:

80% meet expectations

Evaluation Process:

Final presentations were scored by a team of evaluators using a 4 point rubric. The rubrics used BUS 401 and 406 were different. Samples are attached to this report. In BUS 401 the rubric is broken out in to 4 categories; Organization, Language, Delivery, and Central Message. Note that the attached rubric also contains a Supporting Material category that was not evaluated. In BUS 406 the rubric is broken out in to two sections; Content (Introduction, Thesis, Connection, Subject, and Organization) and Delivery (Eye Contact, Movement, Voice, and Fluency).

Rubrics:

3 rubrics were applied to this evaluation. See addendum (p6-8) for details.

Courses where learning outcome was assessed:

BSBA Capstone Courses BUS 401 s1-4 and BUS 406 s2

Evaluator(s):

In BUS 406 eight external judges, mostly VCs, evaluated the content and viability components of the BUS406 students' work as a whole. In BUS 401 3-4 external evaluators (including SOM professor Stephen Morris) judged the content and viability components of the BUS401 students' work.

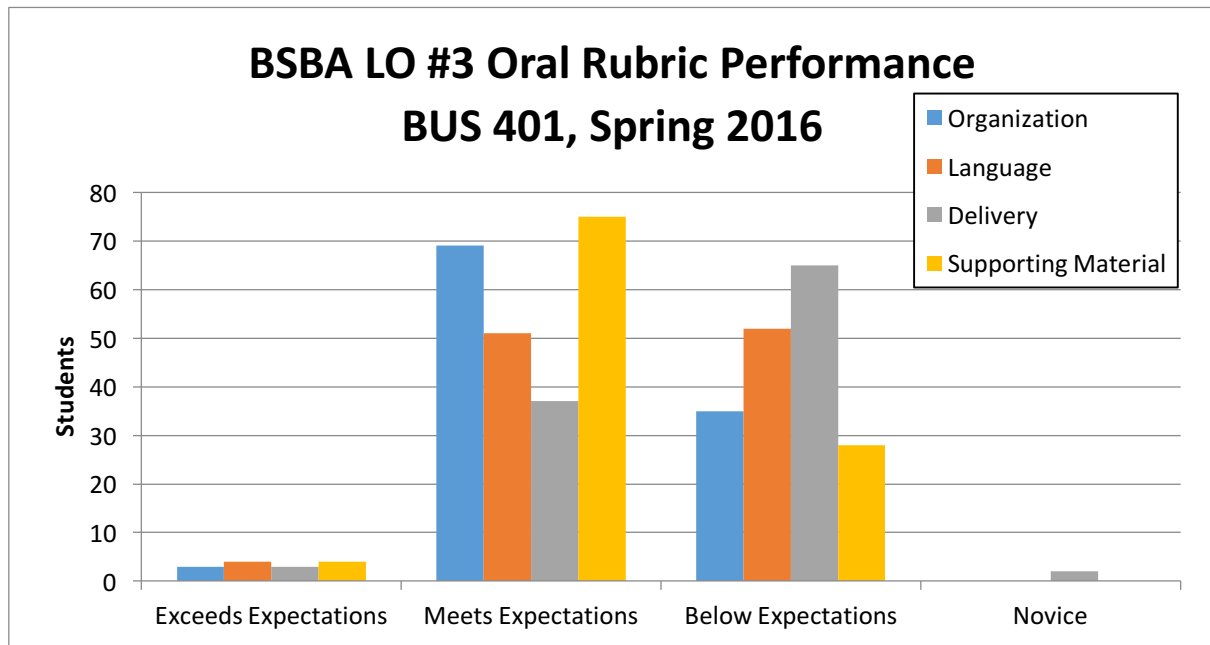
Phase 2: Results Assessment and Planned Action

Results:

BUS 401 Oral Rubric Results

Number of students achieving target

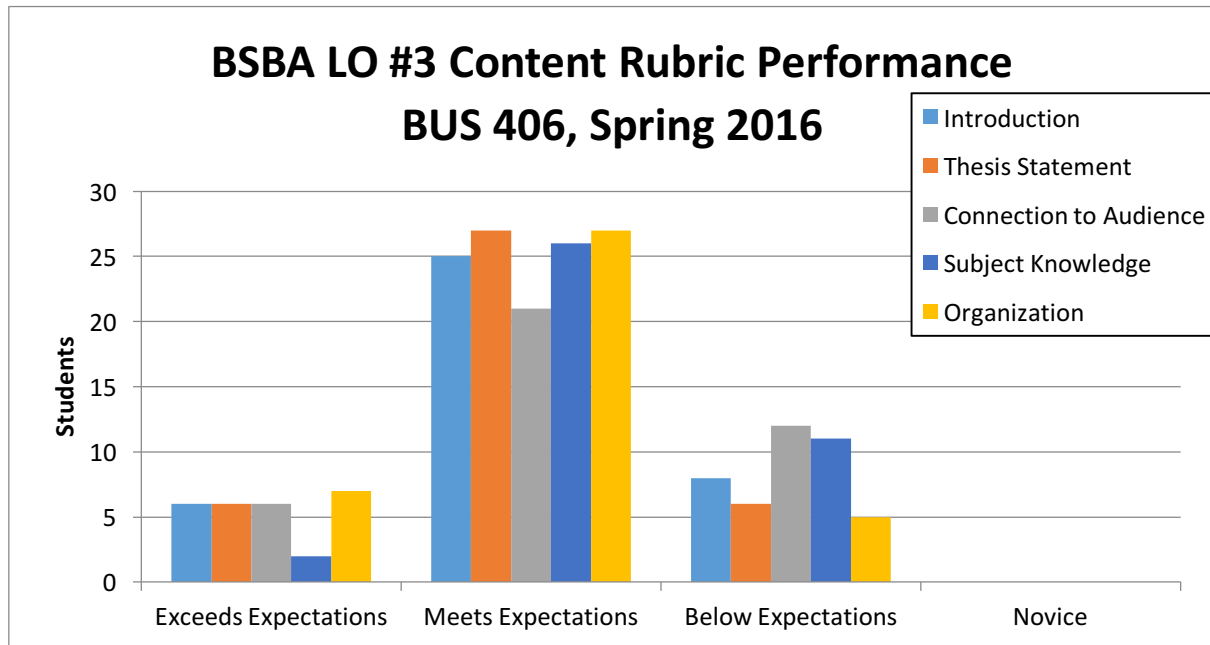
Categories:	Exceeds Expectations = 4	Meets Expectations 3 - 4	Below Expectations 2 - 3	Novice < 2	% Students Meeting or Exceeding Expectations
Organization	3	69	35	0	67%
Language	4	51	52	0	51%
Delivery	3	37	65	2	37%
Supporting Material	4	75	28	0	74%



BUS 406 Content Rubric Results

Number of students achieving target

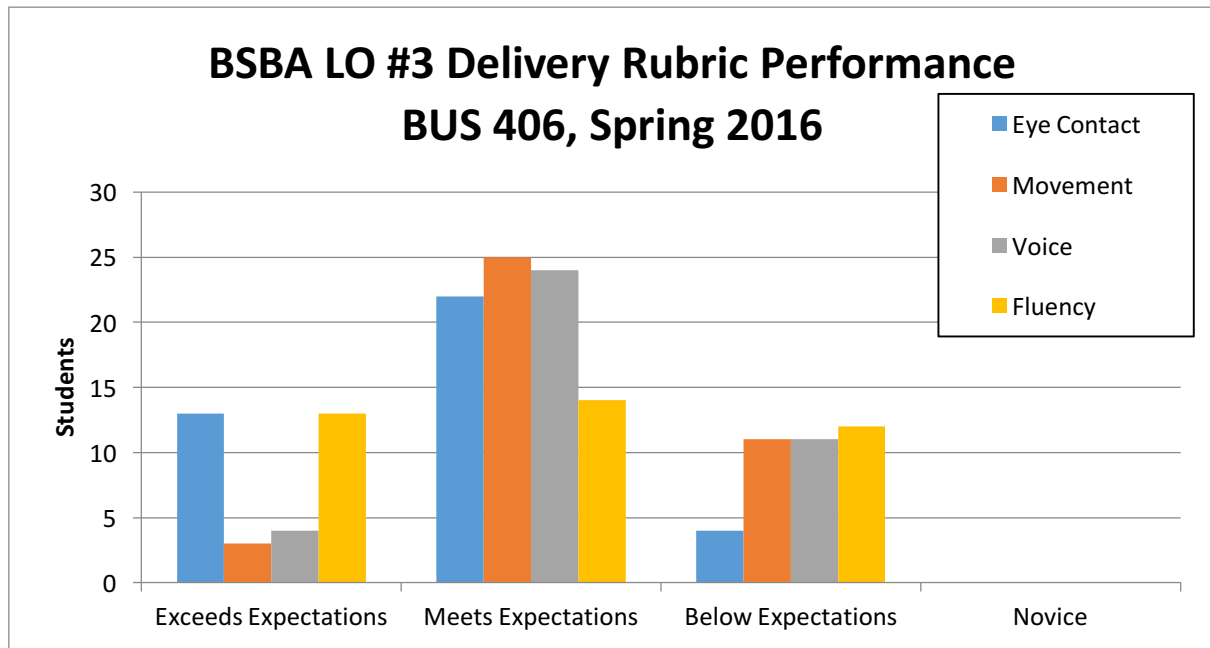
Categories:	Exceeds Expectations = 4	Meets Expectations 3 - 4	Below Expectations 2 - 3	Novice < 2	% Students Meeting or Exceeding Expectations
Introduction	6	25	8	0	79%
Thesis Statement	6	27	6	0	85%
Connection to Audience	6	21	12	0	69%
Subject Knowledge	2	26	11	0	72%
Organization	7	27	5	0	87%



BUS 406 Delivery Rubric Results

Number of students achieving target

Categories:	Exceeds Expectations = 4	Meets Expectations 3 - 4	Below Expectations 2 - 3	Novice < 2	% Students Meeting or Exceeding Expectations
Eye Contact	13	22	4	0	90%
Movement	3	25	11	0	72%
Voice	4	24	11	0	72%
Fluency	13	14	12	0	69%



What did we learn about student learning?

- If we use 80% as the target, students are not meeting expectations on the oral communication portion of the outcome.
- It appears that delivery was the weakest point evaluated, especially in BUS 401.

What did we learn about the process?

- The same rubric is needed across all sections and all courses
- Same evaluators should be used in both 401 and 406
- Calibrate among raters

Suggested Action:

What will be done differently as a result of what was learned? Discuss how courses and/or curricula will be changed to improve student learning as a result of the evaluation. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths. Also include changes to program goals and objectives, if any.

- We need to teach to this outcome more consistently across the program.
- Distribute a standard rubric to all faculty and ask them to teach to the rubric, as appropriate, in their course.

Closing the Loop:

This outcome is scheduled to be re-assessed in AY 17/18.

Addendum: Rubrics used for this evaluation

BUS 401 Oral Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
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 which 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 which 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 which 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 which 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.

BUS 406 Content Rubric

Rubric for the Assessment of Oral Communication: Content

Indicators of Effective Content	Levels of Achievement			
	Beginning	Developing	Competent	Accomplished
Introduction: gains attention, connects to topic, establishes credibility	No attention getting strategy was evident. No clear or relevant connection to topic or speech purpose. No credibility was established.	Use of attention getting strategy, but did not seem to adequately capture audience attention and/ or lead to desired outcome. Credibility was implied.	Effective strategy to capture listeners' attention. Adequate introduction of the topic. Credibility was established by the speaker.	Creative attention getting strategy captures listeners' attention to introduce the topic. It is relevant to the topic and clearly gains the desired response from the audience. Credibility was established by speaker.
Thesis Statement: explicit, identifies topic, previews main points	No thesis statement. Main points are not clearly identified, audience unsure of the direction of the message.	Thesis is implied, although not explicitly stated. Topic is clearly identified, but main points are not clearly previewed.	Thesis statement identifies topic and lists/previews main points.	Speaker clearly stated a well formulated thesis statement during the speech introduction. Thesis statement identifies topic and lists/previews main points.
Connection to Audience: needs & interest, demonstrates understanding	Topic seems irrelevant to audience needs and interests. No attempt made to connect topic to audience.	Topic seems somewhat relevant to audience. Vague reference to audience needs and or interests. Identifies target audience.	Clearly stated the relevance of topic to audience needs and interests. Expresses an understanding of their target audience.	Connection of topic to audience needs and interests is stated with sophistication. Identifies and expresses a deep understanding of their target audience.
Subject Knowledge: depth of content, relevant support, clear explanation	Provides irrelevant or no support. Explanation of concepts is inaccurate or incomplete.	Provides some support for main points, but needed to elaborate further with explanations, examples, descriptions, etc. Support is relevant, but not timely.	Main points adequately substantiated with timely, relevant and sufficient support. Accurate explanation of key concepts.	Depth of content reflects thorough understanding of topic. Main points well supported with timely, relevant and sufficient support. Provided precise explanation of key concepts.
Organization: main points distinct from support, transitions, coherence	Lack of structure. Ideas are not coherent. No transitions. Difficult to identify introduction, body, and conclusion.	General structure/organization seems adequate. Difference between main points and supporting details is blurred. Logical flow, but no clear signposts for transitions.	Clear organizational pattern. Main points are distinct from supporting details. Smooth transitions differentiate key points.	Effective organization well suited to purpose. Main points are clearly distinct from supporting details. Graceful transitions create coherent progress toward conclusion.

BUS 406 Delivery Rubric

Rubric for the Assessment of Oral Communication: Delivery

Indicators of Effective Delivery	Levels of Achievement			
	Beginning	Developing	Competent	Accomplished
Eye Contact: establish rapport; expand zone of interaction	Reads speech from notes/manuscript. Avoids eye contact with audience.	Conspicuous use of speaker notes. Only occasional, sporadic glances at audience.	Eye contact establishes rapport with audience. Unobtrusive use of speaker notes. Scanning of audience to establish a zone of interaction.	Consistently uses eye contact to maintain rapport with audience. Inconspicuous use of speaker notes. Effective use of scanning to expand zone of interaction.
Movement: expressive, comfortable, enhances message	Body language is not supportive of the message, may contradict it. Gestures, facial expressions, and posture are stiff or distracting.	Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect speaker discomfort that occasionally interferes with the message.	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable.	Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural and comfortable.
Voice: rate, pitch, volume and tone are natural and authentic	Fails to maintain audience interest and support the verbal message due to excessive monotone, inappropriate rate and volume. Pitch may be strained or flat.	Inconsistent use of voice to support message. Monotone passages interfere with audience interest. Rate may be too fast or slow; volume too high or low. Pitch is strained at times, too artificial or too nervous.	Tone fits verbal message, changing for emphasis at appropriate moments. Rate and volume allow audience to follow message. Pitch seems natural to speaker.	Tone is authentic and appropriate to topic. Rate, pitch and volume vary at key points to support the verbal message and keep audience interest. Voice is natural to the speaker and topic, talking with rather than at audience.
Fluency: pronunciation, enunciation, articulation are smooth; lack of fillers	Incoherent presentation due to many factors that undermine fluency including poor pronunciation. Long pauses interrupt flow of speech. Excessive use of vocalized fillers distracts audience.	Pronunciation is mostly correct yet enunciation and articulation are still tentative. Speaker recovers from awkward pauses and proceeds. Vocalized fillers are noticeable but not excessive.	Careful pronunciation supports coherence of presentation. Enunciation and articulation of words are mostly clear. Pauses were momentary and did not interrupt fluency of speech. Vocalized fillers are minimal and do not distract the audience.	Coherence of presentation strongly supported by correct pronunciation, confident enunciation and articulation. Pauses are purposeful and enhance fluency of speech. Virtually no vocalized fillers are noticeable.

This rubric is intended for use in the assessment of student achievement at the institutional level. It can also be used as a guide for development of rubrics to measure writing at the program, course and section levels. Please send your comments and suggestions about this rubric to Kurt Ewen, LET Co-chair kewen@valenciac.edu. For more information <http://valenciac.edu/learningevidence/>