



College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Oral Communication
Spring 2017 On-ground & Online

BSBA

PLO3; LO3A

BSBA Learning Goal 3: Students who graduate will be effective communicators in a diverse and global environment.

CBE Learning Objective 3A:

Students who graduate will apply effective oral communications skills.

Assessed Quarter:

Spring 2017

Mapped Course:

MGMT 4650 (On-ground and Online)

Curriculum Alignment:

Students take MGMT 4650 as a capstone course. This is a core course for seniors in the BSBA program. The course takes a top management perspective and integrates the functional disciplines into decision-making. Emphasis is placed on evaluating complex business situations, integrating theory with practices, and *presenting* comprehensive strategic business plans.

Participating Faculty:

3 faculty members.

Methods & Procedures: To prevent conflation of assessment with grading, and to accurately retrieve reliable and consistent data, external assessors were used in the assessment of both learning objectives: Oral Communication and Teamwork. Students were assessed according to a rubric.

Assessment Measurement Tool Used:

AACU VALUE Oral Communications rubric

Status of Assessment:

Completed.

Artifacts Archived:

Score sheets saved.

Performance Targets:

There are two targets set for this skill, (1) 70% of students will meet or exceed expectations; and (2) less than 10% of students will score "1" (below expectations) on any "trait" in the rubric. Overall, 68% of students met expectations on the learning objective.

n = 74	Trait 1	Trait 2	Trait 3	Trait 4	Trait 5
Meets Expectations	76%	62%	59%	73%	70%
Does Not Meet Expectations	24%	38%	41%	27%	30%
Total	100%	100%	100%	100%	100%
Overall Score	68%				

Data Summary & Analysis

Overall Assessment Scores by Individual Trait:

On-ground

n = 62

Assessed Traits	Meets Expectation*	Below Expectation**
Trait 1: Organization	73.0%	27.0%
Trait 2: Language	56.5%	43.5%
Trait 3: Delivery	52%	48%
Trait 4: Supporting Material	68%	32%
Trait 5: Central Message	68%	32%

Online

n = 12

Meets Expectation*	Below Expectation**
92.0%	8.0%
92.0%	8.0%
100%	0%
100%	0%
83%	17%

On-ground AND Online Data Aggregated

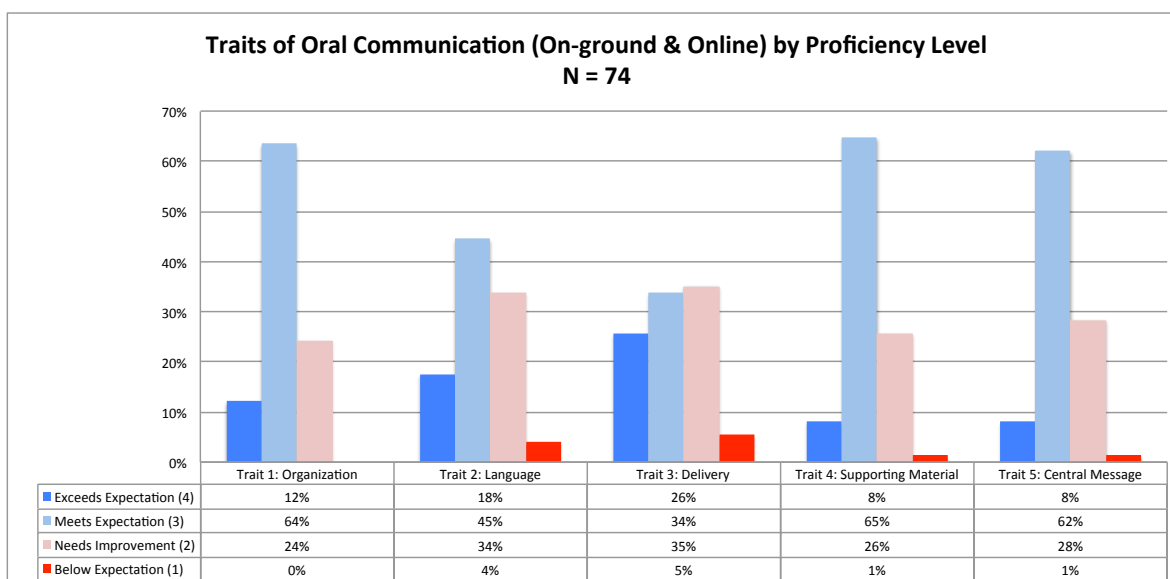
n = 74

Assessed Traits	Meets Expectation*	Below Expectation**
Trait 1: Organization	76.0%	24.0%
Trait 2: Language	62.2%	37.8%
Trait 3: Delivery	59.5%	40.5%
Trait 4: Supporting Material	73.0%	27.0%
Trait 5: Central Message	70.3%	29.7%

* Meets expectation = Meets expectation + Exceeds expectation

**Below Expectation = Needs Improvement + Below Expectation

Detailed Assessment Scores by Individual Trait*:



*Percentages may not add to 100% due to rounding.

Oral Communication Rubric

LO3A: Oral Communication				
Goal 3:	Students who graduate will be effective communicators in a diverse and global environment.			
Objective 3A:	Students who graduate will apply effective oral communication skills in a diverse and global environment.			
Traits	(4) Exceeds Expectations	(3) Meets Expectations	(2) Needs Improvement	(1) Below Expectations
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.

Raw Assessment Scores

Instructor	Individual	Organization	Language	Delivery	Supporting Material	Central Message
Instructor 001	Individual 001	3	2	2	2	2
Instructor 001	Individual 002	2	2	3	2	2
Instructor 001	Individual 003	2	2	2	3	2
Instructor 001	Individual 004	2	2	2	3	2
Instructor 001	Individual 005	2	2	2	3	2
Instructor 001	Individual 006	3	3	3	3	3
Instructor 001	Individual 007	3	3	3	3	3
Instructor 001	Individual 008	3	4	4	3	3
Instructor 001	Individual 009	3	4	4	3	3
Instructor 001	Individual 010	3	3	3	3	3
Instructor 001	Individual 011	3	4	4	3	3
Instructor 001	Individual 012	4	4	4	3	3
Instructor 001	Individual 013	3	3	3	2	3
Instructor 001	Individual 014	3	3	2	3	3
Instructor 001	Individual 015	3	3	3	3	3
Instructor 001	Individual 016	3	3	3	3	3
Instructor 001	Individual 017	4	4	4	4	4
Instructor 001	Individual 018	3	2	2	2	3
Instructor 001	Individual 019	3	3	3	3	3
Instructor 001	Individual 020	2	2	2	3	3
Instructor 001	Individual 021	2	2	2	2	2
Instructor 001	Individual 022	3	2	2	3	3
Instructor 001	Individual 023	3	2	3	3	3
Instructor 001	Individual 024	2	2	2	3	3
Instructor 001	Individual 025	2	2	2	3	3
Instructor 001	Individual 026	2	1	1	2	2
Instructor 001	Individual 027	3	2	2	3	3
Instructor 001	Individual 028	3	3	4	4	3
Instructor 001	Individual 029	3	3	2	3	2
Instructor 001	Individual 030	3	4	4	3	3
Instructor 002	Individual 031	3	3	1	2	3
Instructor 002	Individual 032	3	3	2	3	3
Instructor 002	Individual 033	2	2	1	2	2
Instructor 002	Individual 034	3	2	1	3	2
Instructor 002	Individual 035	3	3	3	3	3
Instructor 002	Individual 036	3	3	3	3	3
Instructor 002	Individual 037	2	2	2	2	2
Instructor 002	Individual 038	3	2	2	2	3
Instructor 002	Individual 039	3	2	2	2	2
Instructor 002	Individual 040	3	2	2	3	3
Instructor 002	Individual 041	3	2	2	3	3
Instructor 002	Individual 042	3	3	3	3	3
Instructor 003	Individual 043	3	3	4	3	2
Instructor 003	Individual 044	3	2	2	3	3
Instructor 003	Individual 045	4	3	4	3	4
Instructor 003	Individual 046	3	2	2	3	1
Instructor 003	Individual 047	3	2	3	2	3
Instructor 003	Individual 048	3	4	4	3	2
Instructor 003	Individual 049	2	3	3	4	2
Instructor 003	Individual 050	3	3	2	3	3
Instructor 003	Individual 051	2	3	3	2	3
Instructor 003	Individual 052	3	1	2	1	2
Instructor 003	Individual 053	3	3	3	2	4
Instructor 003	Individual 054	3	3	3	3	3
Instructor 003	Individual 055	2	3	3	3	2
Instructor 003	Individual 056	2	1	2	2	3
Instructor 003	Individual 057	3	3	4	3	4
Instructor 003	Individual 058	2	2	2	2	2
Instructor 003	Individual 059	2	3	2	2	2
Instructor 003	Individual 060	3	4	3	3	3
Instructor 003	Individual 061	3	4	3	2	3
Instructor 003	Individual 062	3	3	3	2	3
Online	Individual 063	3	4	4	3	3
Online	Individual 064	3	3	4	3	3
Online	Individual 065	4	3	3	3	2
Online	Individual 066	4	4	3	4	3
Online	Individual 067	4	3	4	3	3
Online	Individual 068	3	4	4	3	3
Online	Individual 069	3	3	4	3	4
Online	Individual 070	4	3	3	4	3
Online	Individual 071	4	4	4	4	3
Online	Individual 072	2	3	4	3	2
Online	Individual 073	3	3	4	3	3
Online	Individual 074	4	2	3	3	4

End of Report