

UNIVERSITY OF ALASKA FAIRBANKS
DRAFT Communications Plan
 School of Management
 Bachelor of Business Administration (BBA)
 Business Administration (BA)

I. Assessment

Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p>COMMUNICATION</p> <p>After successfully completing the BA degree students should be able to</p> <p>1a. Written: using cogent arguments or opinions on topics pertaining to the field of study.</p> <p>1b. prepare one or more of the following: marketing plans, business plans, hiring plans, business continuity plans, innovation plans, feasibility studies.</p> <p>1c. synthesize information for executive summaries</p> <p>1d. write a professional e-mail</p> <p>1e. develop a professional resume</p> <p>2a. Oral: deliver a professional presentation and field questions related to presentation with confidence and poise.</p> <p>2b. present using various modes of technology, such as PowerPoint, websites, social media, videos, blogs, etc.</p> <p>2c. present in a professional manner assessed through preparedness and dress</p> <p>2d. develop professional interviewing skills</p> <p>2e. successfully network with peers</p> <p>2f. develop professional engagement</p> <p>2g. professionally critique ideas</p>	<p><u>Instrument:</u> Writing assignments in courses as depicted in Communications Plan track.</p> <p><u>1a) b) Rubric:</u> The writing rubric covers 6 components.</p> <p>1c) d) e): Rubrics to be developed.</p> <p><u>Min. Standard:</u> 75% of students meet or exceed expectations.</p> <p><u>Instrument:</u> Oral presentations in courses as depicted in Communications Plan track.</p> <p><u>2a) b) c) Rubric:</u> The Oral rubric covers 7 dimensions.</p> <p>2d) e) f) g): Rubrics to be developed.</p> <p><u>Min. Standard:</u> 75% of students meet or exceed expectations.</p>	<p>Writing samples will be collected in the following courses from the BBA program.</p> <p>Lower: Upper:</p> <p>Oral presentations will be recorded in the following courses from the BBA program.</p> <p>Lower: Upper:</p> <p>Data collected every semester, assessment every year by AOL committee for the first three years to determine appropriateness of plan.</p> <p>Course material, rubrics, areas of assessment, and minimal standards are expected to change based on feedback (closing the loop) from the AOL Committee’s annual assessment.</p>

II. Example Rubrics

1a) Example Writing Rubric

Writing Performance Levels Defined

- 1. Appropriate content (accuracy, appropriate application of theory or framework, appropriate citations, key elements identified, synthesis, etc.)**
 - 1: Unable to apply selected ideas
 - 2: Demonstrates appropriate application of selected ideas
 - 3: Articulates applications, syntheses, and/or evaluations of frameworks/theories, validating them with substantiated thinking and appropriately citing valid sources
- 2. Critical thinking evident**
 - 1: Does not consider alternative points of view
 - 2: Generally considers alternative points of view and demonstrates support for one
 - 3: Demonstrates an understanding of different views and alternatives and leads the reader to the correct choice or argues persuasively for a preferred course of action
- 3. Appropriateness to intended audience.**
 - 1: Does not use examples and/or evidence meaningful to audience
 - 2: Supports most generalizations with examples and/or evidence meaningful to audience
 - 3: Uses development of appropriate length and of sufficient interest to convince audience of worth of message
- 4. Coherence**
 - 1: Lack of logical organization and does not maintain focus on a clear purpose
 - 2: Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
 - 3: Without digression from the focus of the work, consistently articulates relationships between the points of development
- 5. Clarity**
 - 1: Inappropriate or imprecise word choice and sentence structure.
 - 2: Uses language that shows general awareness of concrete and precise word choice and sentence structure
 - 3: Uses language that demonstrates a refined awareness of concrete and precise word choice and sentence structure
- 6. Conciseness**
 - 1: Significant unnecessary detail and/or digressions.
 - 2: Generally avoids digressions and includes only relevant detail and content
 - 3: Writing contains no unnecessary elements (words, phrases, sentences, or paragraphs)

Min. Standard: 75% of students meet or exceed expectations (average of 2 or 3).

2a) Example Oral Rubric

FY15: School of Management Assurance of Learning ORAL RUBRIC

Date _____ Course Name/Semester _____ Evaluator _____

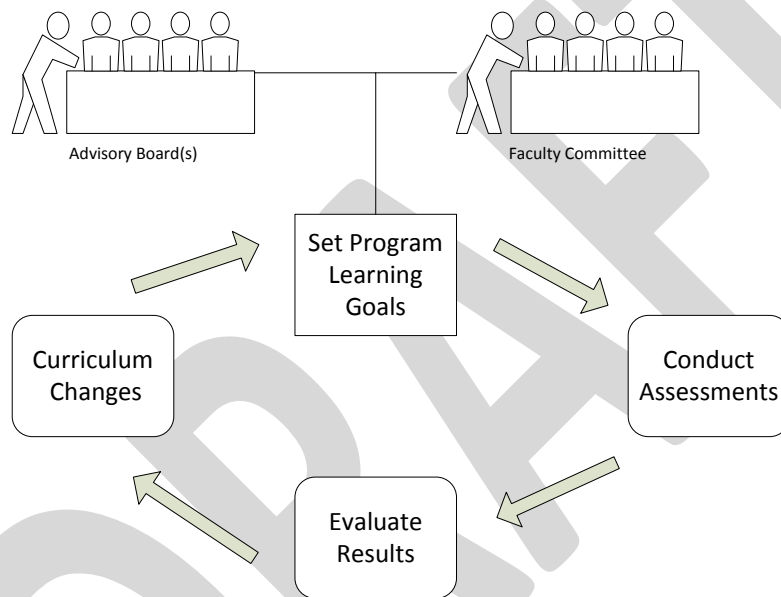
Item #	Dimensions	Inadequate (=1)	Needs Improvement (=2)	Satisfactory (=3)	Excellent (=4)
1	Sense of Audience	No sense of audience	Wavering sense of audience	Audience interested and engaged	Audience attentive and interactive
2	Organization and/or development	Inadequate	Evident but inconsistent	Sticks to the purpose and provides adequate transitions among ideas	Effective organization contributes to full development of presentation
3	Details to support ideas	Inappropriate or insufficient	Adequate but does not advance argument	Advances argument with sound evidence and references	Innovatively or expertly advances the presentation with well-researched evidence and documentation
4	Understanding of topic	Surface level	Some, but does not make connections across ideas	Good understanding of topic demonstrated by use of topical and disciplinary knowledge and vocabulary	Deep understanding of the topic
5	Mannerism of presentation	Looks only at notes or away from audience	Little eye contact	Appropriate eye contact is made with audience	Eye contact is used to gauge reactions and understanding
6	Clarity of speech*	Detracts from the content	Interferes some with content	Supports the content	Reinforces and enhances the content
7	Enthusiasm for the topic	Lacks interest in the topic	Shows some interest	Shows enthusiasm for topic	Creates enthusiasm about topic in others

Min. Standard: 75% of students meet or exceed expectations (average of 3 or 4).

III. Feedback Loop

Feedback on the communications plan will be provided through the SOM Student Learning Outcomes Assessment (SLOA) process. The School of Management has a well-defined assessment process that involves full faculty participation. Every faculty member belongs to an assessment team. This entire process is overseen by the SOM Assurance of Learning (AOL) Committee, made up of one member from each program to discuss wider issues in relation to AOL. The school primarily uses direct methods to assess student learning.

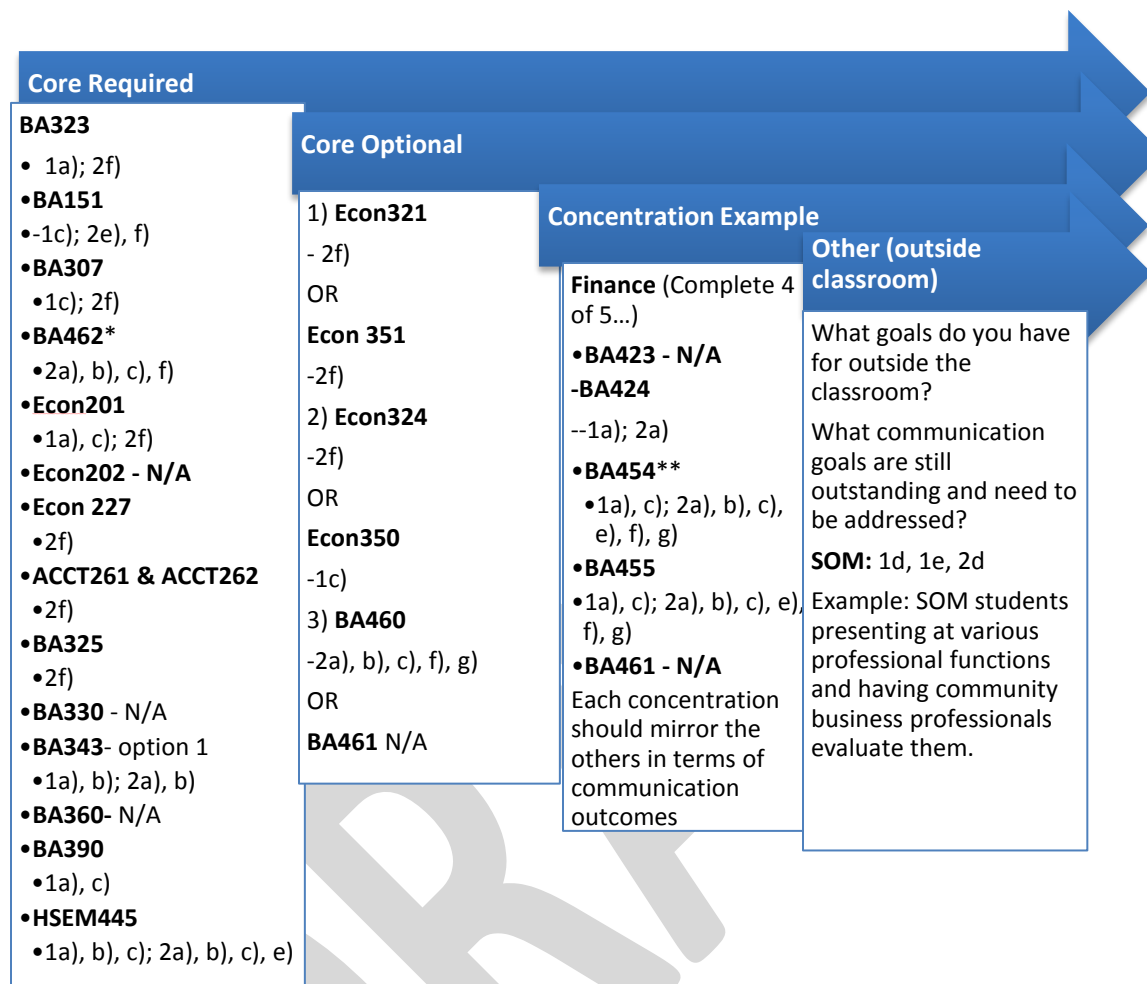
Assessment teams, made up of faculty across management disciplines, assess student learning objectives using well-defined rubrics. Data for all goals is collected annually and each goal is assessed every two years (see below).



School of Management Assurance of Learning Process

Results from the communications assessment will be discussed before the overarching SOM AOL committee, the individual programs, the SOM Strategic Management and Executive Committee (Exec) and with either the SOM Business Advisory Council and/or the Accounting Advisory Board. Using the feedback Exec then decides if potential changes to courses or curriculum should be considered by the faculty or curriculum, committees.

IV. Flow Chart SOM BBA FINANCE CONCENTRATION EXAMPLE



Completion of CLOs will include (checklist will utilize these numbers, some classes count towards multiple outcomes):

- ◇ 6 x 1a
- ◇ 2 x 1b
- ◇ 6 x 1c
- ◇ 1 x 1d
- ◇ 1 x 1e
- ◇ 5 x 2a
- ◇ 4 x 2b
- ◇ 3 x 2c
- ◇ 1 x 2d
- ◇ 3 x 2e
- ◇ 8 x 2f
- ◇ 1 x 2g

***BA462- Example outcome justification for Corporate Strategy (Required Course)**

- Students will receive intermediate instructor assistance in developing presentational competency.
- Students will utilize their communication competency across the span of the semester, not just in a final project.
- Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations.
- Three oral presentations to the class in a group context and three evaluations of other groups' presentations
- Engaged participation means that you are prepared and your comments drive class discussion forward. Comments must be relevant, fact-based, paradigm-based, and they must advance understanding.
- Obvious lack of preparation will result in a zero grade for that particular session. Your cumulative participation in class will provide the basis for 25% of your final grade. This element of evaluation is also necessary in nature. That is, successful performance on this dimension is a necessary condition for passing the course. If my assessment of your course participation is less than a 70 you will not pass the course. If you are not prepared for a class session it is your responsibility to inform me in advance.

****BA454- Example outcome justification for Student Investment Fund (Optional Course)**

- Your participation will be evaluated based upon attendance, comment content, ability to get along with others, presentations, valuation reports
- The two-valuation reports will be based primarily upon your company valuation presentation. The final exercise will be a sector outlook report. Deliverables are designed to assess your understanding of concepts and applications discussed in class or covered in assigned readings.
- Effective Written and Oral Communication Skills: Class presentations and written reports will be graded by the instructor and your peers based upon industry analysis, company profile description, fundamental and technical analysis, portfolio fit, and overall recommendation
- Knowledge of the Global Business Environment: Discussions and reports should include the primary environmental factors that may affect risk assessments
- Ability to Work as a Team Member and Leader: Participation in this course will place you in a leadership position during presentations and it will require teamwork in implementing the recommendations by your peers.
- Critical Thinking Skills: Presentation and reports will be graded upon the quality of originality, objectivity, and independence. The ability to handle questions and answers from the class will also be evaluated
- Responsibilities to the SIFF fund, the Advisory Board, the SOM and the University system.

IV. Transition Plan

Transition plan from W/O to new plan for <Fall2016

1. Hold faculty retreat in January to finalize CLOs and related course adjustments
2. Submit core update to Faculty Senate with finalized communications plan
3. Update SOM website with expectations for achieving CLOs
4. Update course descriptions to include CLOs
5. Present students at initial advisory appointment with list of courses needed to complete CLOs
6. Create checklist for advisor (see above)
7. Collect material from faculty in each course listed in plan
8. AOL committee assesses and makes suggestions for revision of plan
9. Assign Faculty to facilitate required core course in Business Communications

DRAFT