SECTION 1: PROGRAM MISSION, GOALS, AND ENVIRONMENT

A. *Description of mission and goals in relation to University mission, goals, and strategies*

The mission of the Business Communication Program is to enhance students' ability to articulate their ideas using professional discourse and methods appropriate to global and diverse constituencies.

- *Goals Aligned with the University's Mission and Goals:*

Just as the university promotes student success, our program promotes student success in both academia and in careers. Our courses directly address the skills that students will need to attain, maintain, and advance in a professional position. The ability to articulate a recommendation, to work in teams effectively, and to value diversity in global business constitute the core of our mission.

- *Student Success:*

The Business Communication Program spearheaded programmatic assessment for the College of Business and Economics. Our methods for diagnosing gaps in student learning were hailed as a "best practice" by AACSB-AIR. Our commitment to student learning is evident from our successful assessment efforts that have been ongoing for over 10 years.

In addition, we continually review our teaching strategies to improve student retention. Our program offers faculty development seminars to support teaching in areas where students need exceptional help as identified in our assessment outcomes. In addition, our faculty volunteer their time to offer free workshops on Fridays to our students needing remedial instruction to achieve the objectives of our courses.

- *BUAD 301 Learning Objectives:* Upon completion of this course, you will be able to
    - … increase your knowledge of organizational writing/communication in domestic and international markets.
    - … critically assess, both individually and in groups, domestic and international business problems, formulate company objectives, and propose and analyze justifiable business solutions based on researched data.
    - … demonstrate information competence through library database research and through the integration of the data to bolster arguments that persuade decision-makers to accept proposals and solutions.
    - … critically explore ethical business problems and use refined information competence to generate ethically sound and justifiable business solutions.
    - … design, either individually or in a group, an articulate, organized, and visually appealing formal business presentation.
    - … demonstrate literacy skills by producing university caliber and workplace-acceptable documents.

- *BUAD 201 Learning Objectives***:** Upon completion of this course, you will be able to
    - … apply fundamental strategies and techniques of business communication to prepare business correspondence, reports and presentations
    - … understand the characteristics of business writing style and the essentials of effective document design
    - … analyze and use contemporary business communication channels.

- o … analyze intercultural communication strategies, nonverbal communication, and ethics in typical workplace situations.
- o … prepare a basic job application package, understand job search strategies and interview process.
- o … exhibit team skills by collaborating with peers to write and present.
- o … demonstrate literacy skills by producing university caliber and workplace-acceptable documents.

- *Global Awareness:*

As demonstrated in our objectives, business communication is global communication. Business communication is diverse communication. Our textbooks and business cases incorporate global business problems and address cross-cultural communication requirements.

- *Faculty Recruitment:*

Faculty recruitment has been conducted nationally to promote a strong and diverse faculty. Recruitment is limited, however, due to non-tenure-track positions and the preponderance of part-time positions.

- *Fundraising:*

The Business Communication Program consists of temporary faculty: thus, our ability to achieve grants and contracts is limited. Nevertheless, our faculty have received grants from our College and from the Mission & Goals Initiatives to develop assessment, service learning, and retention projects.

B. The Business Communication Discipline—Changes and Trends

Business Communication as a discipline has changed significantly with technology. Social networking, e-mail, online communication systems, and media-driven communication have transformed business communication into a core competency across the disciplines of business. In response, our Program has developed videos to support oral communication instruction; on-line instruction to support BUAD 201, BUAD 301, and the online degree program; e-portfolio instruction; and social networking assignments.

Globalization and diversity have enriched the curriculum. It is necessary for business professionals to understand the psychographics (history, culture, and demographics) of a community before they can communicate effectively. Reaching across borders to build strong constituencies is a vital core competency of business professionals. In response, our Program has moved to using cases that place students in challenging cross-cultural and global business dilemmas. The students analyze these case scenarios to determine the ethical and most effective response. In addition, service learning has enabled students to assist our community by volunteering with non-profit agencies. The Program has become more dynamic through these innovations.

Assessment of learning has been emphasized in our program at the classroom and program levels. Our innovative assessment efforts have been embraced by the College for programmatic assessment and by AACSB as a "best practice."

C. Future Priorities

- o Improve retention and student success by offering a transitional course for community college students and by evaluating our learning goals and assessment results.

o   Integrate greater use of technology so that students can be engaged with the material and experience "real world" communication conditions.

o   Evaluate the documents required in our courses to determine whether they continue to reflect current business conditions.

SECTION 2: PROGRAM DESCRIPTION AND ANALYSIS

A.   Curricular changes in the program

We don't have special sections of BUAD, but we currently offer a BUAD 201 and a BUAD 301 honors course. In the past, we created special sections with a focus on writing for accountants, but we don't offer such undergraduate courses at the moment. One of our faculty members teaches a graduate writing course in Accounting to support that department's push to improve the more specific communication skills of its students.

To address SB 1440 requirements, we offer two sections of BUAD 301a. The Student Transfer Achievement Reform Act aims to enable the California Community Colleges and California State University to collaborate on the transfer of students with AA and AS degrees. Upon completion of the associate degree, students are eligible for transfer with junior standing into the CSU system.

We are experimenting with a learning community and supplemental instruction in selected courses.

B.   The structure of the degree program

As we don't offer a degree, our program's role is to support the mission of the Mihaylo College of Business and Economics. Our mission is to prepare undergraduate and graduate students for their coursework but also, perhaps more important, for a successful professional life that will greatly depend on students' excellent communication skills. Here are the course descriptions of BUAD 201, 301, and 501:

- *BUAD 201 Business Writing:*

This three-unit course requires as a prerequisite ENGL 101 or equivalent [passed with a "C" (2.0) or better]. The focus of this course is on core communication practices: routine business correspondence as well as positive, informative, negative, and persuasive messages. Students are introduced to research and the job application process.

- *BUAD 301 Advanced Business Communication*

To take this three-unit course, students must meet the following prerequisites: ENGL 101, BUAD 201, ISDS 265 (or equivalent) and pass with a "C" (2.0) or better. This advanced course in business communication focuses on case analysis, analytical reports, ethics, and business presentations.

- *BUAD 501 Managerial Communication*

This three-unit graduate course investigates the entire process of case studies and formal reports. Students analyze management communication problems, apply writing strategies, and deliver executive presentations. This course can be taken with a Credit/No Credit option or letter grade.

C. Enrollment

	F09	SP10	F10	SP11	F11	SP12	F12	SP13	F13	SP14
BUAD 201	667	501	596	647	717	734	822	683	841	658
BUAD 301	954	1187	1136	1201	1170	1084	1088	887	1081	925
BUAD 301a										38
BUAD 501	105	32	109	77	90	63	106	69	104	75
TOTAL	1726	1720	1841	1925	1977	1881	2016	1639	2026	1696

After dipping in the semester following the Great Recession, the student enrollment numbers in BUAD 201 rose steadily beginning in fall 2010 and then shot up significantly in fall 2011 through fall 2012. Since then the numbers of enrolled students have fluctuated and in SP 2014 dropped down to the levels experienced at the beginning of the economic crisis.

BUAD 301 enrollments had held relatively steady, peaking in 2011 at 1201 students, but in subsequent semesters, the numbers fluctuated significantly. This development is evident in the overall total numbers that show our Program experienced a relatively steady enrollment growth until Fall 2012 when it spiked at 1910 students and has since seen significant swings downward, back up, and down again. In spring 2014 the total enrollment was back to the level last experienced in fall 2009, dropping more than 300 students from fall 2012.

Since fall 2009, enrollments in BUAD 501 largely held steady with three classes in the fall and two in the spring. Graduate students are encouraged to take BUAD 501 during their first semester in Mihaylo College and most of them enter in the fall, which explains the higher numbers.

Given such gyrations, it is difficult to make projections into the future, but it is evident that a large program such as ours faces great challenges in meeting the needs of students. Their classes are increasingly taught by part-time instructors to buffer against spikes in enrollment but these students would benefit from greater PhD coverage and the commitment and engagement of full-time Business Communication faculty. The dwindling numbers of full-time faculty are a great concern and were addressed in Section 4.

D. Enrollment trends
The most effective measure that would ensure student success and guarantee retention within the shortest amount of time is a significant reduction in class sizes. At the undergraduate level, BUAD 201 and 301 courses are usually packed to the very high maximum of 37 students. The maximum enrollment in BUAD 501 is 30 students, still high if compared to national best practices in all manner of writing programs.

Even on our campus, we are the only entity teaching writing that is not capped at 25 students. Pedagogic research has long established that students learning writing benefit from smaller classes where their growing skills can be monitored more closely by their instructors. Students also benefit from establishing a relationship of trust with their instructors instead of feeling "warehoused" in an outsized class. Giving much-needed individualized attention to 37 or 30 students to significantly improve their writing skills and reassure them as budding writers is nearly impossible. Writing is very personal and it is a skill that requires close attention and feedback. Most writing courses have fewer than 25 students.

Some are capped at 20 or fewer, enabling faculty to "conference" one on one with students and establish the kind of rapport needed to keep students motivated and engaged.

Also, because we have had trouble attracting high-quality PhDs to the two most recent full-time vacancies we have advertised, we are forced to employ varying numbers of part-timers without terminal degrees and, therefore, our PhD coverage suffers. This is why we wish we could not only replace full-time faculty members who are retiring but boost the ranks of committed full-time instructors by at least two or three in the near future.

E. Short- and long-term plans for curricular change
A particular area of concern is the BUAD 501 course that predominantly features domestic students with weak communication skills as well as large numbers of their peers from China, India, and other Asian countries who, unfortunately, have marginal language skills. These students struggle with language issues and experience a more or less severe culture shock as they attempt to adjust to the curriculum in a large class of 30 peers. They need individualized attention that they currently can't obtain, despite temporary stop-gap measures initiated by the Director of Graduate Programs, Melissa Lopez.

These temporary measures include tutoring exclusive to graduate students with weak writing skills whom we identify early in the semester and then follow throughout the term so that they get the support they need. Two tutors are currently employed by the Mihaylo College on a trial basis. Both BUAD 501 instructors hope that this initiative can be made permanent. We desperately need a number of business communication tutors with knowledge of ESL challenges--whether under the auspices of Graduate Programs or the Mihaylo Tutoring Services. Although both instructors in BUAD 501 meet with students during office hours and outside, often beyond the call of duty, their work is made very difficult by the large class sizes.

To sum up, one of the most effective improvements leading to student success would be the reduction of class sizes to ensure optimal potential for growth in our student writers. A closer faculty-student relationship would result. Instructors could engage in proven practices such as one-on-one or group conferencing, for example. Students would enjoy greater individual attention that simply is not possible in writing classes of up to 37 participants (undergraduate) and 30 (graduate).

We don't anticipate any short-term or long-term expansions. We will continue to teach current best practices in business communication.

SECTION 3: ASSESSMENT AND STUDENT ACHIEVEMENT

A. Program SLOs

The Business Communication Program has clearly defined learning objectives for all four of its course offerings. Program learning objectives serve Mihaylo College's current Learning Objective 3a, *Interpersonal Skills: communicate, influence, and inform using effective oral/written communication*. Current assessments evaluate the aspects of communication and information specifically.

A detailed table containing student learning objectives for all BUAD courses is located in **Appendix A**.

B. Assessments

The Program regularly collects data on student performance in all undergraduate (201, 301, 301a) courses. Entry and exit diagnostic data collected every semester is shared with faculty to socialize grading practices and to note general trends in student performance. In addition to these entry and exit diagnostics, the Program also conducts regular assessments on oral and written communication skills as required by our accrediting body, AACSB. The process for each of these assessment activities is detailed below. There are currently no formal assessment structures in place for the BUAD 501 course although instructors regularly discuss course issues informally.

Scoring is uniform on all of the Program's assessments. Students must achieve a minimum score of 73 percent (out of a possible 100 percent) to reach an Average performance rating.

- *Entry and Exit Diagnostics*

During the first week of classes a standard entry diagnostic is prepared for all BUAD 201, 301, and 301a sections. The 201 entry diagnostic requires students to prepare an informational memo using the direct writing strategy. The 301 and 301a entry diagnostic requires students to prepare a case analysis. In all sections students take the same exam, and holistic results are reported to the Program. This process is repeated on exit although instructors prepare their own exit exams. *Note: When a programmatic assessment of written communication skills (see below) is conducted, exit exams are prepared by the Program rather than the instructor.* BUAD 201 exit diagnostics require students to prepare a negative news message using the indirect strategy; 301 students prepare another case analysis. BUAD 301a is the exception: since the course is still in development, one instructor may use a 201 negative news exit diagnostic while another is using a 301 case analysis exit diagnostic.

All course sections that meet on the Irvine campus are included in the results. Online courses have not been regularly surveyed in the entry/exit diagnostic assessment although those courses are currently (Fall 2014) submitting data. Honors sections of 201 and 301 have also sporadically supplied entry/exit diagnostic data but have been submitting results regularly since Fall 2013.

Entry and exit reports detailing all diagnostic data, including instructor anecdotal observations and administrator analysis of results, are delivered to all Business Communication faculty members at the beginning and end of each semester. Review of the entry/exit diagnostic data has allowed us to identify general trends in student writing ability and improvement. Tables containing all courses' entry and exit diagnostic data from Fall 2007-Spring 2014 (where available) are located in **Appendix B**.

- *Programmatic Assessment of Written Communication Skills*

The Business Communication Program has held written assessments approximately every two years since 2007 as part of Mihaylo College's AACSB accreditation process. Some aspects of the written assessment administration have changed over the past seven years, but in all cases the assessment was held in BUAD 301 courses, students were asked to prepare a case analysis, the CLASS rubric was used for scoring, and course instructors completed the scoring.

The five-step case analysis method examined in the written assessments was designed by Dr. Gayle Vogt (CSUF-Business Communication, retired) and Jean Fuller. It is a simplified version of the Harvard Business School case analysis method and requires the student to

1. Identify the problem
2. Analyze the problem and related assumptions
3. Prepare reasonable alternatives, also analyzed
4. Select the strongest alternative, addressing potential drawbacks
5. Prepare a plan of action to implement the recommended alternative

This five-step case analysis method has been in use in Mihaylo College's Business Communication Program for over a decade.

Although written assessments have been regular, each assessment underwent changes that may have affected the comparability of the results. After the 2012 assessment, administration chose to significantly change the assessment's design. The Spring 2014 assessment used information taken from the regular entry/exit diagnostic data collection in tandem with more detailed data collected rating each student on the CLASS traits as well. A summary of all written assessment processes from 2007-2014 is located in **Appendix D**.

- Written Communication Skills Scoring Methods

The CLASS rubric (**Appendix C**) has been used in the Program for several decades. It is also used in other courses in Mihaylo College, as well as at other universities across the country, and has been published (2005) and presented at multiple conferences. The rubric is used to make the grading process transparent to students as well as to simplify the grading process for instructors. Five traits are reviewed: Content, Literacy, Audience, Strategy, and Style. Each trait is also broken down into five grade categories (Excellent, Good, Average, Poor, and Very Poor) with a rationale for that category. To achieve an Average rating, students had to score a minimum of 73 percent.

- o   Written Communication Skills Results

Assessments performed between 2007 and 2012 universally indicated that students had the greatest deficiencies in Strategy. Written communication scores improved 17 percent between fall 2009 and spring 2012, with particular improvement in Strategy scores, meeting learning outcome expectations. Honors and online courses were not evaluated in these assessments.

However, after the Spring 2014 assessment, which addressed the entire BUAD 301 population including honors and online sections, student performance was found to be satisfactory (Good or Excellent) in all areas except Style (poor). The program is currently working on activities to improve student performance in this area.

A summary of all written assessment results and loops closed from 2007-2014 is located in **Appendix E**.

- *Programmatic Assessment of Oral Communication Skills*

The Business Communication Program has held oral assessments every two years since 2007 as part of Mihaylo College's AACSB accreditation process. The assessment structure has undergone minimal change over the years, primarily in the selection of evaluators. The initial (benchmark) assessment in 2007 used undergraduates from the CSUF Debate Team to evaluate 301 students. Subsequent assessments have used the services of CSUF MBA candidates and the Assessment Coordinator. Another adjustment was made in the scope of traits evaluated; in 2009 presentation slides were also evaluated. This trait was not evaluated during the first assessment, nor has it been assessed in subsequent assessments. The administrators feel that slides should be evaluated separately since the skills involved are significantly different.

Oral assessments take place in the 301 course, both onsite and at the Irvine campus. Online courses are not assessed currently because the format of presentations is significantly different from live presentations. The Honors course was assessed during the Spring 2014 semester although the standard 301 assessment took place during Fall 2013.

Students are required to prepare a presentation as part of the 301 curriculum. After training in use of the SPEAKS rubric (see below), evaluators are sent to as many 301 sections as possible (in many cases all sections are covered) to view presentations by approximately 25 percent of the 301 population.

   o   Oral Communication Skills Scoring Methods

While designing the original assessment tool, the administrators designed a rubric that would enable evaluators to rate students quickly and efficiently, and would promote transparency for students. The SPEAKS rubric (**Appendix** F) was developed to address this need. It is used throughout the Business Communication Program and in several other Mihaylo College courses. It has also been presented at multiple conferences. Five traits are reviewed: Structure, Personal Appearance, Eye Contact, Articulation, Kinetics, and Slides. Each trait is also broken down into four grade categories (Excellent, Good, Average, Poor, and Very Poor) with a rationale for that category. Presentations are scored on a four point scale, and students must achieve a minimum of 2.0 for an Average rating.

   o   Oral Communication Skills Results

Results for the oral communication skills assessment have been uniformly high (at a Good rating) since the beginning although comparatively, scores relating to performance traits (Eye Contact, Articulation, and Kinetics) tend to score lower than traits that can be studied (Structure, Personal Appearance, and Slides). Even so, after the introduction of the SPEAKS video series, scores increased 14 percent between the Fall 2009 and Fall 2011 assessments. This increase was maintained in the Fall 2013 assessment. As a result, no significant changes or adjustments are planned. Ongoing activities such as discussing teaching techniques to improve oral communication skills and reminding faculty to use the SPEAKS videos are repeated each semester.

A summary of all oral assessment results and loops closed from 2007-2014 is located in **Appendix G**.

C. *Quality indicators of program success other than assessment*

Business Communication courses occur at the beginning of students' career with Mihaylo College. Business Communication is not offered as a major: the course supports learning overall in the College. Therefore, there are no external indicators such as job placement data or graduation rates specific to the Program to indicate student success.

SECTION 3 APPENDIX A: BUSINESS COMMUNITION STUDENT LEARNING OBJECTIVES

BUAD 201	BUAD 301	BUAD 301a	BUAD 501
Students will…	*Students will…*	*Students will…*	*Common Body of Knowledge Content Coverage:*
… apply fundamental strategies and techniques of business communication to prepare business correspondence, reports and presentations	… increase their knowledge of organizational writing/communication in domestic and international markets.	… increase their knowledge of organizational writing/communication in domestic and international markets, applying fundamental strategies and techniques of business communication to prepare business correspondence, reports and presentations	Business communication for domestic and international markets: case reports, electronic communication, meetings; audience, style and tone
… understand the characteristics of business writing style and the essentials of effective document design.	… critically assess, both individually and in groups, domestic and international business problems, formulate company objectives, and propose and analyze justifiable business solutions based on researched data.	… understand the characteristics of business writing style and the essentials of effective document design.	Credibility; personal and corporate ethics
		… analyze and use contemporary business communication channels.	Analysis of business articles and cases
… analyze and use contemporary business communication channels.	… demonstrate information competence through library database research and through the integration of the data to bolster arguments that persuade decision-makers to accept proposals and solutions.	… demonstrate information competence through library database research and through the integration of the data to bolster arguments that persuade decision-makers to accept proposals and solutions.	Interpretation of data, critical evaluation of information
… analyze intercultural communication strategies, nonverbal communication, and	… critically explore ethical business problems and use refined information	… analyze intercultural communication strategies, nonverbal communication, and	Synthesis of data and information

ethics in typical workplace situations.	competence to generate ethically sound and justifiable business solutions.	ethics in typical workplace situations.	
… prepare a basic job application package, understand job search strategies and interview process.	… design, either individually or in a group, an articulate, organized, and visually appealing formal business presentation.	… prepare a basic job application package, understand job search strategies and interview process.	Planning, organizing, writing, and presenting business cases and reports
… exhibit team skills by collaborating with peers to write and present.	… demonstrate literacy skills by producing university caliber and workplace-acceptable documents.	… exhibit team skills by collaborating with peers to write, design, and present an articulate, organized, and visually appealing formal business presentation..	Visual presentation technology: PowerPoint, Excel
… demonstrate literacy skills by producing university caliber and workplace-acceptable documents.		… demonstrate literacy skills by producing university caliber and workplace-acceptable documents.	International, intercultural, domestic business conflict, argument, and negotiation
			Citations and reference list (APA); electronic database searches
			Information competency/library research: Lexis-Nexis, ABI-Inform etc.
			Workplace diversity (issues concerning minorities, women, and the disabled)
			Effective business document design on the computer

SECTION 3 APPENDIX B: ENTRY/EXIT DIAGNOSTIC RESULTS 2007-2014

Entry/Exit Diagnostic Results BUAD 301 & 301a: Grade Averages

	201 Entry	201 Exit*	301 Entry	301 Exit*	301a Entry	301a Exit
	Grade Averages		**Grade Averages**		**Grade Averages**	
Fall 07	64	79	67	72		
Spring 08	Data Missing	77	65	Data Missing		
Fall 08	67	81	71			
Spring 09	70	77	71			
Fall 09	71	78	71	78		
Spring 10	71	77	71	78		
Fall 10	69	78	73	80		
Spring 11	70	78	71	79		
Fall 11	70	78	71	77		
Spring 12	66	78	71	77		
Fall 12	67	76	70	78		
Spring 13	65	77	69	78		
Fall 13	65	76	71	78		
Spring 14	67	77	70	79	73	79

*Note that honors sections are not included in these results. Numbers for online courses were not routinely submitted, thus they are not fully represented in the results.

SECTION 3 APPENDIX C: CLASS RUBRIC

Criteria:	Very Poor	Poor	Average	Good	Excellent
C CONTENT/ CASE: completeness, case understanding	Misinterprets case assignment; makes major factual errors; misses two or more elements of the case.	Misses one major element of the case; leaves out essential information; some minor factual errors.	Handles case material competently; includes essential information; factually correct.	Handles all elements of the case with skill; develops and supports ideas in a better-than-average way.	Handles all elements of the case professionally; develops and supports ideas using well-chosen examples and creative details.
L* LITERACY: grammar, spelling, punctuation	Makes numerous, serious, grammatical or syntactical errors; frequently misspells homonyms; fails to run spell check; exhibits carelessness.	Makes disruptive grammatical/ syntactical errors such as run-ons, fragments, unintelligible sentences.	Writes generally correct prose; occasionally fails to catch minor grammatical errors.	Proofreads well enough to eliminate most grammatical errors; may have minor problems with punctuation or usage.	Makes virtually no grammatical or syntactical errors. Establishes credibility with the audience.
A AUDIENCE: "you" attitude; awareness of reader's needs	Lacks audience awareness. Is rude, hostile, discourteous, or insulting to the reader.	Writer-focused; lacks you attitude, positive emphasis, awareness of reader's information needs.	Is polite; does not slight the reader. Uses positive emphasis.	Is courteous; addresses readers' needs and/or concerns; makes no unreasonable demands.	Reader-focused; addresses readers' questions and/or objections; creates goodwill.
S STRATEGY: purpose, effectiveness of approach, professionalism, means used. Writer solves the problem.	Presents a disorganized, unprofessional document. Projects a negative image of the writer and of the organization.	Is unclear about purpose; unclear topic sentences, arrangement of ideas, and transitions.	Is clear; correctly uses the "checklist" approach; makes no serious false step; gets the job done.	Employs good strategy; finds a fresh way of solving the problem; effective sequencing of ideas.	Adopts strategy to achieve desired outcome; clearly defines purpose and uses logical and/or emotional appeal effectively.
S STYLE: a) tone, word choice, clarity, conciseness, fluidity _ _ _ _ _ _ _ b) document design	a) Uses garbled style. Plagiarizes. _ _ _ _ _ _ b) Format interferes with readability.	a) Writes in a notably awkward manner: misuses words and idioms; uses slang; wordy; uses some borrowed language. _ _ _ _ _ _ _ b) Imbalanced or cluttered design.	a) Writes serviceable prose; uses active voice, strong, action verbs; rarely uses jargon or clichés. _ _ _ _ _ _ _ b) Readable format.	a) Writes clearly, concisely, and coherently; employs syntactical variety with general success. Creates a friendly, business-like, positive style. _ _ _ _ _ _ _ b) Design helps readers find the information they need.	a) Demonstrates a sophisticated grasp of the language; writes in a fluid manner; varies syntax and vocabulary; uses original language. _ _ _ _ _ _ _ b) Design helps readers understand and remember information.
This is what your grade would mean at work.	Your position is in jeopardy.	The boss is scrutinizing your work for improvement.	The boss judges this document acceptable subject to minor revisions.	Your job promotion is probable.	Your job promotion is ensured.

SECTION 3 APPENDIX D: WRITTEN ASSESSMENT PROCESSES 2007-2014

Written Assessment Processes

Semester	Process	Results
Fall 07	• Seven 301 sections (approximately 245 students) • Late midterm exam – Instructor prepared • Normal CLASS rubric used for scoring • Two-three tiered grading (course instructor + another instructor; third reading in the case of a split grade greater than 10 points)	• Satisfactory (Benchmark) • Strategy noted to be below other categories on the CLASS rubric.
Fall 09	• Nine 301 sections (approximately 337 students) • Final exam – Instructor prepared • Simplified CLASS rubric used for scoring • Two-three tiered grading (course instructor + another instructor; third reading in the case of a split grade greater than 10 points)	• Satisfactory • Strategy noted to be below other categories on the CLASS rubric.
Spring 12	• Five 301 sections (approximately 185 students) • Pre- and Post-tests – Instructor prepared • Normal CLASS rubric used for scoring • Single tiered grading (course instructor only)	• Satisfactory • Marked improvement in all categories on the CLASS rubric. • Strategy noted to be below other categories on the CLASS rubric.
Spring 14	• 27 (all) 301 sections (approximately 900 students) • Pre-and Post-tests – Program prepared • Normal CLASS rubric used for scoring • Single tiered grading (course instructor only)	• Good • Style noted to be below other categories on the CLASS rubric.

SECTION 3 APPENDIX E: WRITTEN ASSESSMENT RESULTS AND LOOPS CLOSED 2007-2014

MCBE Assessment of Writing, 2012

2009						**2012**			
Overall Score	21.0	17.3	43.96	54.3	56.3	50.86	24.8	26.5	5.18
Content	26.2	21.4	50	55.4	54.5	37.5	18.3	24.1	12.5
Literacy	21.7	24.8	59.86	61.5	53.3	31.58	16.8	21.6	8.56
Audience	20.7	16.1	44.08	63.8	70.8	46.71	15.6	13.1	9.21
Strategy	25.2	18.9	44.74	48.8	50.3	43.42	26.0	30.8	11.84
Style	18.7	15.6	57.61	63.5	55.2	32.45	17.8	29.2	9.86

2007 N=199; 2009 N=288; 2012 N=152

Improvement	Pretest	Final Exam
Overall Score	1.48	2.4
Content	1.63	2.4
Literacy	1.27	2.55
Audience	1.52	2.36
Strategy	1.97	2.36
Style	1.43	2.53

	Very Poor	**Poor**	**Average**	**Good**	**Excellent**		**Very Poor**	**Poor**	**Average**	**Good**	**Excellent**
Overall Score	6.72	42.86	46.22	4.20	0.00		0.86	4.31	50.86	42.24	1.72
Content	12.34	38.96	42.21	6.49	0.00		5.26	7.24	37.50	42.11	7.89
Literacy	7.14	22.08	37.66	32.47	0.65		3.95	4.61	31.58	51.97	7.89
Audience	4.55	45.45	43.51	6.49	0.00		3.29	5.92	46.71	40.13	3.95
Strategy	11.76	52.94	32.03	3.27	0.00		3.29	8.55	43.42	38.82	5.92
Style	6.58	36.84	44.08	12.50	0.00		1.99	7.95	32.45	50.33	7.28

In 2014 the writing assessment structure and procedures changed significantly. That data is presented below:

Entry/Exit Results SP14

Letter Grade Frequency	Entry	Exit	Entry	Exit	Entry	Exit
	Normal 301 Sections		**Online 301**		**Honors 301**	
A	14	81	0	3	0	15
B	99	339	0	7	4	10
C	381	360	4	10	19	4
C-/D	387	30	15	6	6	0
F	57	12	3	0	0	0
AVERAGE GPA	70	79	68	76	75	87

N=890

CLASS Summary Results

	Entry	Exit	Entry	Exit	Entry	Exit
	Normal 301 Sections		**Online 301**		**Honors 301**	
Content	53	86	45	59	81	100
Literacy	63	85	55	59	100	100
Audience	61	88	32	59	100	100
Strategy	39	82	23	59	81	100
Style	45	69	27	59	100	100
AVERAGE	**52**	**82**	**36**	**59**	**92**	**100**

	Entry	Exit	Result
	Normal 301 Sections		
Content	53	86	Good
Literacy	63	85	Good
Audience	61	88	Good
Strategy	39	82	Good
Style	45	69	Poor
AVERAGE	**52**	**82**	**Good**

Written Assessment Results

Semester	Recommendations	Loops Closed
Fall 07	• Provide students with CLASS rubric • Reaffirm use of 5-step case analysis method • Administer exam later in the semester • Work with other disciplines on case analysis method [loop closed F10] • Gather more demographic data	• Instructors directed to share CLASS rubric with students at faculty meetings • Reaffirmed use of 5-step case analysis at faculty meetings • Subsequent assessment exams were either given as a final exam or as part of a pre-/post-test series • Demographic questionnaire revised
Fall 09	• Offer faculty development workshop on case analysis • Reaffirm use of 5-step case analysis method • Emphasize difference between facts, inferences, and assumptions • Emphasize use of topic sentences and supporting evidence	• Reaffirmed use of 5-step case analysis at faculty meetings • Dr. David Liebsohn (CSUF – Management) delivered a faculty seminar on case method (Fall 2010) • Dr. Jim Erskine (Western Ontario University) delivered a two-day case seminar (Spring 2011) • Developed student workshops on topic sentences and supporting evidence
Spring 12	• Offer faculty development workshop on rhetoric and use of the 301 textbook • Offer faculty development workshop on incorporating case analysis into practical deliverables • Emphasize reading in 301 classes • Reaffirm use of 5-step case analysis method • Change step 2 of the case analysis method from "Facts and Related Issues" to "Analysis of the Problem and Assumptions"	• Faculty development workshop on rhetoric scheduled for October 2014 • Faculty development workshop on rhetoric scheduled for December 2014 • Recommended case length expanded to 10-20 pages; new customizable case reader developed • Reaffirmed use of 5-step case analysis at faculty meetings • Instructor training materials changed to reflect new step 2 in case analysis method
Spring 14	• Encourage additional reading/increase reading load. • Collect sample professional documents for use in classroom and homework exercises • Prepare a style module for instructors' use in the classroom	• *In progress F14*

SECTION 3 APPENDIX F: SPEAKS RUBRIC

	Excellent	Good	Average	Poor
Structure (Organization)	Presenter follows logical sequence and provides explanations/ elaborations. Focuses on 2-4 clearly defined main points. Strong takeaway.	Presenter follows logical sequence but fails to elaborate. Structure lacks strong definition and emphasis.	Presenter uses a checklist approach to organize material or relies on stock phrases ("Next" or "That's it"). Mechanical.	Presenter offers no logical sequence of information.
Personal Appearance	Personal appearance engenders the audience's respect and goodwill. Appearance reflects sensitivity to the nuances of the occasion and expectations of the audience. *Highly credible.*	Personal appearance is completely appropriate for occasion and audience. Appearance reflects awareness of the occasion and expectations of the audience. *Credible.*	Personal appearance is generally appropriate for occasion and audience. Some aspects of appearance are somewhat distracting to the audience. *Credibility is compromised*.	Personal appearance is inappropriate for occasion and audience and seriously detracts from the presenter's performance. *Lacks credibility.*
Eye Contact	Presenter does not refer to notes or the screen, maintaining eye contact with audience throughout the presentation. Genuinely connects with individuals.	Presenter maintains eye contact with audience most of the time, and rarely relies on notes or on the projection screen. Eye contact may be fleeting.	Presenter frequently reads from the report, slides, or notes, but occasionally makes eye contact with audience. Scans the room.	Presenter reads the entire report, making no eye contact with the audience.
Articulation (Delivery)	Presenter speaks clearly and loudly enough and for all in audience to hear, at a comfortable rate, makes no grammatical errors, and pronounces all terms correctly and precisely. Enthusiastic and engaging. Extemporaneous and natural.	Presenter speaks clearly and loudly enough to be heard by most in audience, at an appropriate rate, (rare awkward pauses or halting delivery), makes few grammatical errors, and pronounces most terms correctly. Fluid delivery overall.	Presenter's voice is relatively clear, but too low to be heard by many in the audience. (May speak in monotone.) Frequent awkward or halting pauses or overly rapid delivery. Presenter makes several major grammatical mistakes, and mispronounces some terms.	Presenter mumbles, speaks too quietly to be heard by most in the audience, mispronounces words, and makes serious and persistent grammatical errors throughout the presentation. Presenter loses train of thought, is tentative.
Kinetics (Body Language)	Body language reflects the presenter's reaction to and empathy with the audience. Gestures match verbal content and are comfortable and relaxed. Spontaneous and infectious.	Body language reflects comfort interacting with the audience. Uses appropriate gestures. Largely natural.	Body language reflects some discomfort interacting with the audience. Uses inappropriate movement or is wooden.	Body language reveals a reluctance to interact with the audience. May appear fearful or highly nervous.
Slides (PowerPoint)	Presentation software complements the talk; visual is memorable. Presenter naturally, seamlessly weaves narrative and visuals together. Slides are error-free.	Presenter exhibits above-average grasp of PowerPoint beyond the use of default settings. Occasional small errors don't distract.	PowerPoint is serviceable, if uninspired. Frequent errors and typos are distracting.	Presenter has changed the defaults and exhibits a poor grasp of graphic design. Massive errors and inconsistencies.

SECTION 3 APPENDIX G: ORAL ASSESSMENT RESULTS AND LOOPS CLOSED 2007-2014

Oral Assessment Results

SPEAKS Results (Excellent, Good, Average, Poor)								
	2007		2009		2011		2013	
	Mean	Conclusion	Mean	Conclusion	Mean	Conclusion	Mean	Conclusion
Structure*	3.29	Good	3.07	Good	3.5	Excellent	3.42	Good
Personal Appearance	3.03	Good	2.95	Good	3.3	Good	3.46	Good
Eye Contact	2.64	Good	2.54	Good	3	Good	2.91	Good
Articulation*	2.83	Good	2.61	Good	3.1	Good	3.05	Good
Kinetics*	2.55	Good	2.49	Average	2.9	Good	3.04	Good
Slides	n/a	n/a	3.01	Good	n/a	n/a	n/a	n/a
Overall Average	***2.87***	***Good***	***2.77***	***Good***	***3.16***	***Good***	***3.18***	***Good***

2009 n=356; 2007 n=223; 2011 n=191; 2013 n=315

* In 2011, the following changes in evaluation topics occurred: "Organization" replaced "Structure;" "Delivery" replaced "Articulation;" "Body Language" replaced "Kinetics"

Oral Assessment Loops Closed

Semester	Recommendations	Loops Closed
Fall 07	• Oral communication rubric adoption • Instructor socialization • Incorporation of additional presentation opportunities throughout coursework	• SPEAKS rubric adopted by program SP08 • Instructors are offered training sessions on evaluation techniques every two years (F09, F11, F13) • Incorporation of additional presentation opportunities in 301 coursework discussed at regular faculty meetings.
Fall 09	• Incorporation of additional presentation opportunities throughout coursework • Development of oral presentation video series General recommendation: 1. Slides assessment	• Incorporation of additional presentation opportunities in 301 coursework discussed at regular faculty meetings. • SPEAKS video series: partial completion F11, total completion SP12
Fall 11	• Earlier exposure to presentation skills • Additional development of kinetics training • Continued use of SPEAKS video series to support kinetics training	• Encouraged incorporation of presentation opportunities in 201 • Kinetics exercises delivered/discussed at regular faculty meetings • Instructors reminded every semester to use SPEAKS video series
Fall 13	• No changes required	• *In progress*

	General recommendations:	
	1. Slides assessment	
	2. Case discussion skills assessment	

SECTION 4: FACULTY

A. *Job Description:*

A completed PhD in English or other related field is required. Experience teaching Business Communication, Rhetoric, Online, and/or ESL, and experience with current classroom technologies to enhance student learning is expected. Faculty responsibilities include:

 1) teaching four classes per semester (day, evening, weekend, and online)
2) supporting the department by participating in curriculum development, developing assessment measures, and furthering professional development
3) supporting the college and university by committee service.

Intercultural expertise is needed to effectively interact with culturally diverse students and colleagues. All faculty members are expected to provide appropriate and effective instruction by:

- Providing a detailed syllabus which clearly outlines course objectives that are linked to student learning outcomes, learning activities, evaluation methods, course structure and assignment due dates, and expected course conduct (attendance, outside distractions, professionalism etc.)
- Providing learning activities that engage students to demonstrate higher level learning and that harness high-impact practices to help students retain and use course content in their academic, personal, and business endeavors
- Providing clear evaluation procedures (using the CLASS and SPEAKS rubrics) in accordance with departmental standards to offer students a pathway to success
- Keeping students aware of their current progress in the course
- Meeting scheduled classes and/or creating appropriately designed activities
- Supporting student learning outside of class by maintaining advertised office hours, encouraging student interaction by reminding them of ways of communicating with their instructors, and by providing students with resources available to them – library, online resources, campus activities etc.
- Making suggestions to enhance instruction by improving the curriculum within the program's objectives
- Using online resources (TITANium) to communicate with students about course content, expectations, and grades

B. *Faculty Roles*

Averages for the number of BUAD 201, 301, 301a, and 501 sections taught by full- and part-time faculty between F09 and SP14 are in the table below. For a detailed breakdown of section assignments during that period, please see the **Appendix** for this section.

Course	Instructor Type	Percentage of sections taught
BUAD 201	Full-time	28%
BUAD 201	Part-time	72%

BUAD 301	Full-time	21%
BUAD 301	Part-time	79%
BUAD 301a	Full-time	50%
BUAD 301a	Part-time	50%
BUAD 501	Full-time	73%
BUAD 501	Part-time	27%

- *Role of Full-Time Faculty*

Full-time faculty are responsible for teaching four courses per semester (day, evening, weekend, and online). These courses sections consist of the following: Beginning Business Writing (BUAD 201), Advanced Business Communication (BUAD 301) and Managerial Communication (BUAD 501). Both BUAD 201 and 301 are offered online. Full-time faculty designed and developed the curriculum.
In addition to teaching courses, full-time faculty are expected to participate in committee service, curriculum development, academic advisement, and assessment activities including developing appropriate assessment measures for individual classes and the program to ensure consistency among sections.

Full-time faculty members are expected to stay current with the scholarship of their discipline and to continue their education by designing and attending faculty development activities. When designing workshops, current scholarship and teaching methods are expected. Also, instructors need to receive training or stay current in pedagogical and/or technological advancements that promote student learning. Other methods to retain currency include memberships in professional organizations and attending local, regional, and/or national conferences.

Full-time faculty members are encouraged to engage in original research in their discipline or in pedagogical methodologies. This original research could lead to conference presentations, journal articles, book chapters or books. These activities are not required by contract, however.
Full-time faculty members are expected to support the department and the college by designing course curriculum that is relevant, innovative, and focused on current business practices. This includes designing measurable course objective and student learning outcomes. Faculty members select appropriate textbooks, course assignments, handouts, lectures, and assessment measures to achieve those goals.

Full-time faculty members are expected to attend and participate in departmental meetings. Participation includes preparation, presentation, and interactive discussion.
Full-time faculty members are expected to maintain a collegial relationship with others because they represent the department. Through mentoring and relationship building, full-time faculty members are expected to help socialize part-time and new instructors.

- *Role of Part-Time Faculty*

Part- time instructors are responsible for teaching a minimum of one course per semester (day, evening, weekend, and online). These course sections consist of the following: Beginning Business Writing (BUAD 201), Advanced Business Communication (BUAD 301) and/or or Managerial Communication (BUAD 501). Part-time faculty members are expected to stay current with the scholarship of their discipline and to continue their education by attending faculty development activities. Also, they need to receive training

or stay current in pedagogical and/or technological advancements that promote student learning. Furthermore, other ways to remain current include memberships in professional organizations as well as attending local, regional, and/or national conferences.

Part-time instructors are expected to adhere to stated educational standards and design courses to meet stated course objectives and student learning outcomes.

Part-time faculty members are expected to support the department by organizing and creating student learning opportunities such as the Friday Workshop series or the Center for Insurance Studies writing contest.

C. Curricular Responsibilities

Both full- and part-time instructors are expected to participate in curriculum development. Working together, faculty members use their expertise to develop needed activities and assessment measures that address the stated curriculum. As the program teaches skills, constant refinement of those skills is essential for student success.

The curriculum is supported in a number of ways. First, faculty meetings are designed to review and refine expectations. Second, faculty development seminars are designed to offer an in-depth analysis of a needed skill – such as argumentation, written assessment, case analysis – and offer faculty an area for discussion and analysis. Third, on-campus opportunities support our focus – classes at the FDC, specified lecture series, technical training, etc.

D. A Note on Faculty Reviews

Business Communication faculty members undergo the normal review process as determined by the University and the California Faculty Association. Full- and part-time instructors prepare personnel files, which are then reviewed by Marketing faculty and the Dean's office. This process has posed several problems over the years. Marketing instructors do not understand the requirements and curriculum practiced by the Business Communication Program. In addition, Business Communication faculty members have a different set of requirements attached to their employment. Marketing faculty members are often unaware of these requirements and fault Business Communication instructors for not accomplishing tasks that the instructors are not actually required to complete. Reviews at the Dean's office level have also made this error. This has caused significant damage to morale and wasted Business Communication instructors' time; they must follow up after almost every review to ensure that they are evaluated fairly.

SECTION 4 APPENDIX

Number of courses taught by full- and part-time Business Communication faculty, F09-SP14

course		term										Total
		Fall 2009	Sp 2010	Fall 2010	Sp 2011	Fall 2011	Sp 2012	Fall 2012	Sp 2013	Fall 2013	Sp 2014	
BUAD 201	Full-Time Lecturer	6	4	2	4	5	6	5	7	7	8	**54**
	Part-Time Lecturer	13	10	15	10	15	15	18	14	18	12	**140**
		19	14	17	14	20	21	23	21	25	20	**194**
BUAD 301	Full-Time Lecturer	12	13	8	7	7	6	4	3	3	3	**66**
	Part-Time Lecturer	17	23	25	26	27	26	27	25	27	24	**247**
		29	36	33	33	34	32	31	28	30	27	**313**
BUAD 301A	Full-Time Lecturer										1	**1**
	Part-Time Lecturer										1	**1**
											2	**2**
BUAD 501	Full-Time Lecturer	3	1	1	1	2	1	3	2	2	3	**19**
	Part-Time Lecturer	0	0	2	2	1	1	0	0	1	0	**7**
		3	1	3	3	3	2	3	2	3	3	**26**
Total	Full-Time Lecturer	18	17	10	11	12	12	9	10	10	12	**121**
	Part-Time Lecturer	30	33	40	36	42	41	45	39	45	37	**388**
		48	50	50	47	54	53	54	49	55	49	**509**

Percentages of sections taught by full- and part time faculty, F09-SP14

course		term										Total
		Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	
BUAD 201	Full-Time Lecturer	32%	29%	12%	29%	25%	29%	22%	33%	28%	40%	28%
	Part-Time Lecturer	68%	71%	88%	71%	75%	71%	78%	67%	72%	60%	72%
		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
BUAD 301	Full-Time Lecturer	41%	36%	24%	21%	21%	19%	13%	11%	10%	11%	21%
	Part-Time Lecturer	59%	64%	76%	79%	79%	81%	87%	89%	90%	89%	79%
		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
BUAD 301A	Full-Time Lecturer										50%	50%
	Part-Time Lecturer										50%	50%
											100%	100%
BUAD 501	Full-Time Lecturer	100%	100%	33%	33%	67%	50%	100%	100%	67%	100%	73%
	Part-Time Lecturer	0%	0%	67%	67%	33%	50%	0%	0%	33%	0%	27%
		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total	Full-Time Lecturer	38%	34%	20%	23%	22%	23%	17%	20%	18%	24%	24%
	Part-Time Lecturer	63%	66%	80%	77%	78%	77%	83%	80%	82%	76%	76%
		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

SECTION 5: STUDENT SUPPORT AND ADVISING

Because the Business Communication Program is a support program and grants no degree in the subject, student advising is informal. It may occur among individual instructors and students who are currently enrolled in BUAD courses or have been enrolled in them during a previous semester. Formal student advising is not part of the full- and part-time lecturer contracts. Even so, many Business Communication instructors mentor students during their college years and maintain relationships with them after graduation.

On the other hand, the Business Communication Program aggressively experiments with a variety of high-impact practices to support student success. A selection of our best efforts is presented below.

B.   *Service Learning*

Beginning in 2006 with a pilot project with Target (see **Appendix A**), several instructors have used various forms of service learning in their BUAD 301 courses for many years. These instructors include:

- Dr. Kathy Brzovic (retired)
- Breta Hedges
- Jodi Jewell
- Dr. Marcia Lichty (retired)
- Carole Mackie
- Daryle Nagano-Krier

In each case the instructor has partnered with one or more local for-profit or non-profit organizations. Students research issues presented by the organizations and prepare oral and written consultant reports for delivery to the organization. A brief overview of the initial service-learning experience is located in **Appendix B**.

D.   *SPEAKS Online Presentation Skills Module*

In both the 2007 and 2009 oral communication assessments, we found that students had particular problems with the performance aspects of presentations. Lowest scoring areas included eye contact, articulation, and kinetics. Recommendations in both assessments included development of an oral communication module that could be used by instructors in all courses. In 2010-2012 using the SPEAKS rubric developed by the Business Communication Program, Dr. Teeanna Rizkallah prepared a series of online interactive videos using CSUF students and alumni that students could watch outside of class to improve their oral communication skills. In addition, Dr. Jurgita Vizgirdaite, a visiting scholar from Kaunas University of Technology in Lithuania, prepared a set of in-class activities to support the videos, and Dr. Marcia Lichty (retired) provided performance notes on each video to support instructor discussion during class. Additional sample presentations were also developed for use in or outside of the classroom.

This video series is currently used throughout Mihaylo College in a variety of courses to help students develop good presentation skills. The series has also been offered for staff training through Human Resources, Diversity, and Inclusion (UBI). The links to the videos are provided in **Appendix C**.

E. Grammar and Style Workshops

Since Fall 2003 instructors in the Business Communication Program have volunteered their time on Friday afternoons to give workshops on grammar and business writing style. Since Business Communication sections are large and student skill levels vary so wildly, the workshops were developed to address student writing deficiencies in small group sessions that target specific writing problems. The workshops became extremely popular very quickly. A sample of the workshop subjects from the Spring 2014 semester is offered in **Appendix D**, and a record of workshop attendance during that semester is offered in **Appendix E**. The Program is currently seeking to mount the workshops online. See below for details.

F. Center for Insurance Studies Contest

Every semester the Center for Insurance Studies sponsors a writing contest. Under the administration of Breta Hedges, the Center provides cases that focus on insurance issues. Ms. Hedges invites all BUAD 201 and 301 sections to submit the top responses in each class to compete for prizes: $250 for first place, $150 for second, and $100 for third. Additional details on this opportunity are in **Appendix F**.

G. BUAD 301a and Flipped Classes

To address SB1440 requirements, the Business Communication Program developed a course that combined aspects of both BUAD 201 and BUAD 301 for students who enter Mihaylo College with an Associate of Arts or similar degree. This new course was designed from the beginning to be a flipped course. Dr. Teeanna Rizkallah and Katharine Sentz worked with former Mihaylo Assessment Coordinator Melissa Simnitt to design the course and develop online lectures and activities to support the learning process. The course debuted in Spring 2014. Dr. Rizkallah and Ms. Sentz continue to tweak the course design in an attempt to develop a "course shell" that any instructor could pick up and use quickly and efficiently. A sample syllabus for the flipped BUAD 301a course is in **Appendix G**.

H. Social Media Instruction

With the explosion of social media, the Business Communication Program has been making simple, informal assessments of social media incorporation into assigned student work. Each instructor has a different approach, covering everything from texting and Twitter to Web-conferencing and portfolios. A copy of the surveys from 2011 and 2013 along with a few sample social media assignments are offered in **Appendix H**.

I. Current Projects:

Some projects were in the planning stages during the Fall 2013-Spring2014 school year and are currently underway (F14). They include the following:

- *Learning Community: Women's studies, Economics, English, and Business Communication*

Dr. Martha Webber of the English Department is teaching (F14) a section of BUAD 201 focusing on non-profit organizations as part of a learning community joint project between four university programs. Students will form a cohort that takes one or two courses in the learning community together each semester for the first two years (projected). The learning community is being managed by Dr. Rebecca Dolhinow of the Women's Studies Department. The syllabus for the learning community course is located in **Appendix I**.

- *Supplemental Instruction*

Supplemental Instruction Coordinator Trista O'Connell, working with Mihaylo College Assistant Dean Emeline Yong, has trained peer-to-peer Supplemental Instruction Leaders (students) for BUAD 201. Supplemental Instruction has been successful in other challenging courses in Mihaylo College and is currently being piloted in Breta Hedges' three BUAD 201 sections. The Supplemental Instruction program will be expanded to include two additional BUAD 201 sections in Spring 2015. The current funding proposal, which includes a description of the program, is available in **Appendix J**.

- *Online Grammar and Style Workshops*

For several years the Business Communication Program has sought alternatives to the face-to-face Grammar and Style Workshops (see above). Many students are unable to attend the workshops due to scheduling conflicts. So far we've experimented with SoftChalk and standard PowerPoint formats, creating both long and short versions of the workshops. Currently, we've settled on a design (mini-workshops on a specific grammar or style issue), and a developmental design (PowerPoint). We plan to hire someone specifically to create the workshops: either an instructor currently working for us or an outside vendor. A sample is included in **Appendix K**.

- *Teamwork Video Series*

Following the success of the SPEAKS Online Presentation Skills series (see above), Dean Puri called for a similar set of videos on the topic of teamwork. Dr. Rizkallah conceived a general concept for the video series in 2013 and is currently working on proposals for funding of the new project.

SECTION 5 APPENDIX C: Oral Presentation Skills Online Module

The MCBE develops strong oral communication skills in its students using a unique set of online interactive videos. Created by the Business Communication Program, the Oral Presentation Skills Online Module correlates with a recommended evaluation rubric, the SPEAKS rubric, and covers the basics of effective oral communication. The video series features CSUF student performances and lectures delivered by Business Communication Program instructors. Additional in-class activities developed by Jurgita Vizgirdaite (2010 visiting scholar), and evaluation details prepared by Dr. Marcia Lichty are also available on the Business Communication Program's TITANium site.

Videos are available at the following links.

Structure: http://distance-ed.fullerton.edu/bbpresentations/busComm_SPEAK/structure/player.html

Personal Appearance: http://distance-ed.fullerton.edu/bbpresentations/busComm_SPEAK/personal_appearance/index.html

Eye Contact: http://distance-ed.fullerton.edu/bbpresentations/busComm_SPEAK/eye_contact/player.html

Articulation: http://distance-ed.fullerton.edu/bbpresentations/busComm_SPEAK/articulation/player.html

Kinetics: http://distance-ed.fullerton.edu/bbpresentations/busComm_SPEAK/kinetics/player.html

Slides: http://distance-ed.fullerton.edu/bbpresentations/busComm_SPEAK/slides/player.html

Sample videos: http://distance-ed.fullerton.edu/bbpresentations/busComm_SPEAK/extra_examples/player.html

SECTION 5 APPENDIX D: GRAMMAR AND STYLE WORKSHOP SCHEDULE

SPRING 2014

FRIDAY BUSINESS WRITING WORKSHOPS

- FOR BUAD 201, 301 & 501 STUDENTS <u>ONLY</u>

The workshops are scheduled on Fridays from 12 noon until 12:50 p.m., and again from 1 p.m. to 1:50 p.m. Students who attend both sessions need a small break. The location is SGMH-2112 for all sessions.

DATE	WORKSHOP TOPIC	INSTRUCTOR NAME	TIME	LOCATION
Feb. 7	PARAGRAPH STRUCTURE: TOPIC SENTENCES & EVIDENCE	HOWIE GORDON	12-1 p.m.	SGMH-2112
Feb. 7	TRANSITIONS	HOWIE GORDON	1-2 p.m.	SGMH-2112
Feb. 14	APOSTROPHES, COLONS & SEMICOLONS	DEBI DANIELSEN	12-1 p.m.	SGMH-2112
Feb. 14	USING COMMAS WELL	DEBI DANIELSEN	1-2 p.m.	SGMH-2112
Feb. 21	SUBJECT-VERB AGREEMENT		12-1 p.m.	SGMH-2112
Feb. 21	POSSESSIVES & PLURALS	CHRIS AXTELL	1-2 p.m.	SGMH-2112
Feb. 28	COMMONLY CONFUSED WORDS: HOMONYMS/HOMOPHONES	COLIN INNES	12-1 p.m.	SGMH-2112
Feb. 28	ELIMINATING RUN-ONS AND FRAGMENTS	COLIN INNES	1-2 p.m.	SGMH-2112
Mar. 7	ACTIVE & PASSIVE VERBS	APRIL FRANKLIN	12-1 p.m.	SGMH-2112
Mar. 7	ELIMINATING DANGLING MODIFIERS	COLIN INNES	1-2 p.m.	SGMH-2112
Mar. 14	"YOU" ATTITUDE & POSITIVE EMPHASIS	DEBRA CONKEY	12-1 p.m.	SGMH-2112
Mar. 21	PARALLEL STRUCTURE & BULLETED LISTS	BRETA HEDGES	12-1 p.m.	SGMH-2112
Mar. 21	AVOIDING CLICHES & REDUNDANT EXPRESSIONS	CAROLE MACKIE	1-2 p.m.	SGMH-2112

Please note:

- *Contact me at hgordon@fullerton.edu regarding any classroom issues*
- *Email any suggestions you may have to better this program*
- *Thank you for participating; the students who attend are truly appreciative of your extra effort*

SECTION 5APPENDIX E: GRAMMAR & STYLE WORKSHOP ATTENDANCE SPRING 2014

Feb. 7th, "Paragraphs & Evidence"
Howie Gordon

Student	Buad Section	Professor
Brian Onesto	301	Gordon
Austin Carr	301	Gordon
Eddy Giron	201	Gordon
Eric Woodward	301	Gordon
Timothy Kim	301	Gordon
Byungsu Ku	301	Gordon
Matthew Vu	201	Gordon
Tung Nguyen	201	Gordon
Gabriela Rodriguez	201	Gordon
Jose Rivera	201	Gordon
Vicente Cortza	201	Yasger
Muhammad Seedat	201	Yasger
Juan Jimenez	201	Yasger
Victoria Lim	201	Yasger
Anessa Arceo	201	Yasger
Leah Johnston	201	Yasger
Huahfu Ling	501	Rizkallah
Xiaoman Guo	501	Rizkallah
Ling Wang	501	Rizkallah
Ting Wu	501	Rizkallah
Lan Tran	301	Innes
Minh Linh Hoang	301	Innes
Lin Mu	ACCT 506	Fraser
Nhan Huynh	301	Conkey
Duy Le	301	Conkey
Hanh Bui	301	Conkey
Yiqin Yang	501	Loewy
Wan Shi	501	Loewy

Feb. 7th, "Transitions"
Howie Gordon

Student	Buad Section	Professor
Leah Johnston	201	Yasger
Vicente Cortza	201	Yasger
Victoria Lim	201	Yasger
Juan Jimenez	201	Yasger
Anessa Arceo	201	Yasger
Byungsu Ku	301	Gordon
Timothy Kim	301	Gordon
Eric Woodward	301	Gordon
Eddy Giron	201	Gordon
Brian Onesto	301	Gordon
Jose Rivera	201	Gordon

	Student	Buad Section	Professor
	Lan Tran	301	Innes
	Ting Wu	501	Rizkallah
	Nhan Huynh	301	Conkey
	Duy Le	301	Conkey
	Hanh Bui	301	Conkey

Feb. 14th, "Apostrophes, etc."
Debi Danielsen

Student	Buad Section	Professor
Angelica Hunter	301	Conkey
Duy Le	301	Conkey
Hanh Bui	301	Conkey
Nhan Huynh	301	Conkey
Aiza Flores	301	Sentz
Kam Wa Lo	201	Sentz
Juan Jimenez	201	Yasger
Anessa Arceo	201	Yasger
Vicente Correa	201	Yasger
Krsien Chih	201	Yasger
Lean Johnston	201	Yasger
Muhammed Seedat	201	Yasger
Victoria Lim	201	Yasger
Ling Wang	501	Rizkallah
Xiaoman Guo	501	Rizkallah
Mou Ji	501	Rizkallah

Feb. 14th, "Commas, etc."
Debi Danielsen

Student	Buad Section	Professor
Arca Flores	301	Sentz
Hanh Bui	301	Conkey
Nhan Huynh	301	Conkey
Duy Le	301	Conkey
Victoria Lim	201	Yasger
Juan Jimenez	201	Yasger
Mou Ji	201	Yasger
Vicente Correa	201	Yasger
Vy Nhat Tran	201	Yasger
Kristen Chin	201	Yasger

Feb. 21st, "Subject/verb"
Colin Innes

Student	Buad Section	Professor
Muhammed Seedat	201	Yasger
Leah Johnston	201	Yasger
Krsiten Chin	201	Yasger
Victoria Lim	201	Yasger
Juan Jimenez	201	Yasger
Ting Wu	501	Rizkallah
Lo Wa	501	Rizkallah

Student	Buad Section	Professor
Ling Wang	501	Rizkallah
Duc Nguyen	301	Conkey
Nhan Huynh	301	Conkey
Duy Le	301	Conkey
Minh Hoang	301	Innes
Jose Rivera	201	Gordon
Hua Fu Ling	501	Sentz

Feb. 21st, "Possesives"
Chris Axtell

Student	Buad Section	Professor
Muhammed Seedat	201	Yasger
Leah Johnston	201	Yasger
Krsiten Chin	201	Yasger
Victoria Lim	201	Yasger
Juan Jimenez	201	Yasger
Gabriella Becerra	201	Yasger
Jose Rivera	201	Gordon
Ting Wu	501	Rizkallah
Kam Wa Lo	201	Rizkallah
Duc Nguyen	301	Conkey
Duy Le	301	Conkey

Feb. 28th, "Homophones"
Colin Innes

Student	Buad Section	Professor
Michelle Woo	201	Yasger
Kristen Chin	201	Yasger
Anessa Arceo	201	Yasger
Ha Clark	301	Yasger
Vy Tran	201	Yasger
Ting Wu	501	Rizkallah
Hua Fu Ling	501	Rizkallah
Xiuying Chen	501	Rizkallah
Duc Nguyen	301	Conkey
Duong Luong	301a	Sentz
Hang Ha	301a	Sentz
Frida Lundquist	201	Franklin
Ariunjargal Danzansodou	301	Innes

Feb. 28th, "Run Ons"
Colin Innes

Student	Buad Section	Professor
Michelle Woo	201	Yasger
Kristen Chin	201	Yasger
Leah Johnston	201	Yasger
Muhammed Seedat	201	Yasger
Anessa Arceo	201	Yasger
Vay Rlim	201	Yasger
Ha Clark	301	Yasger

Ting Wu	501	Rizkallah
Xiuying Chen	501	Rizkallah
Duc Nguyen	301	Conkey
Angelica Hunter	301	Conkey
Frida Lundquist	201	Franklin
Ariunjargal Danzansodou	301	Innes
Ceuynh Nim	301	Innes

March 7th, "Dangling Modifiers"
Colin Innes

Student	Buad Section	Professor
Leah Jonston	201	Yasger
Kristen Chin	201	Yasger
Vy Tran	201	Yasger
Vicente Correa	201	Yasger
Victoria Lim	201	Yasger
Ha Clark	301	Yasger
Gabriela Becerra	201	Yasger
HuaFu Ling	501	Rizkallah
Duc Nguyen	301	Conkey
Jollyora Millingham	301	Conkey
Angleica Hunter	301	Conkey
Adam Espinoza	301	Conkey

March 14th, "You Attitude"
Deb Conkey

Student	Buad Section	Professor
Matt Kusnohadi	301	Conkey
Kyle Hodges	301	Conkey
Aurora Escortt	301	Conkey
Michael Montegomery	301	Conkey
Christian Gonzalez	301	Conkey
Ricky Cavazos	301	Conkey
Duy Le	301	Conkey
Tina Dinh	301	Conkey
Rosa Ruelas	301	Conkey
Karina Tonoco	301	Conkey
Christine Haddeman	301	Conkey
Yulianna Suma	301	Conkey
Patrick Yarnold	301	Conkey
Pablo Kochitiatza	301	Conkey
Isaac Gutierrez	301	Conkey
Hanh Bui	301	Conkey
Nhan Huynh	301	Conkey
Albert Phan	301	Conkey
Nicole Buen	301	Conkey
Stottysma Millingham	301	Conkey
Angelica Hunter	301	Conkey

	Student	Buad Section	Professor
	Hugo Camarena	301	Conkey
	Leah Johnston	201	Yasger
	Kristen Chin	201	Yasger
	Ha Clark	301	Yasger
	Muhammed Seedat	201	Yasger
	Aiza Flores	301	Sentz
	Hadi Hussaini	201	Sentz
	Ling Wang	501	Rizkallah
	Quynh Nim	301	Innes

	Student	Buad Section	Professor
March 21st "Lists/Bullets"	Muhammed Seedat	201	Yasger
Breta Hedges	Vicennte Correa	201	Yasger
	Ha Clark	301	Yasger
	Leah Johnston	210	Yasger
	Kristen Chen	201	Yasger
	Ting Wu	501	Rizkallah
	HuaFu Ling	501	Rizkallah
	Ling Wang	501	Rizkallah
	Kam Wa Lo	201	Sentz
	Aiza Flores	301	Sentz
	Christine Haddeman	301	Conkey
	Charles Kang	301	Conkey
	Tina Dinh	301	Conkey
	Jollyona Millinghan	301	Conkey
	Quynh Nim	301	Innes
	Trinh Pham	201	Hedges

	Student	Buad Section	Professor
March 21st "Cliches/Redundancies"	Vicennte Correa	201	Yasger
Carole Mackie	Ha Clark	301	Yasger
	Leah Johnston	201	Yasger
	Kristen Chen	201	Yasger
	Gabriela Becerra	201	Yasger
	Ting Wu	501	Rizkallah
	Ling Wang	501	Rizkallah
	HuaFu Ling	501	Rizkallah
	Aiza Flores	301	Sentz
	Christine Haddeman	301	Conkey
	Charles Kang	301	Conkey
	Christine Haddeman	301	Conkey

APPENDIX G: BUAD 301A FLIPPED CLASS SYLLABUS

Dr. Teeanna Rizkallah
Office: SGMH 4319 / 657.278.5767
Office Hours: T 1:30-2:30pm; Th 1:30-2:30pm & 5-6:00pm
E-Mail: trizkallah@fullerton.edu
Department Phone: 657.278.2223
Logon for Fullerton's Portal: http://my.fullerton.edu

Prerequisites: An Associate of Arts degree; admission to the MCBE.

Learning Objectives: Upon completion of this course, you will be able to do the following:
- Understand the characteristics of business writing style and the essentials of effective document design.
- Increase your knowledge of organizational writing/communication in domestic and international markets, applying fundamental strategies and techniques of business communication to prepare business correspondence, reports and presentations
- Analyze and use contemporary business communication channels.
- Analyze intercultural communication strategies, nonverbal communication, and ethics in typical workplace situations.
- Demonstrate information competence through library database research and through the integration of the data to bolster arguments that persuade decision-makers to accept proposals and solutions.
- Exhibit team skills by collaborating with peers to write, design, and present an articulate, organized, and visually appealing formal business presentation.
- Prepare a basic job application package, understand job search strategies and interview process
- Demonstrate literacy skills by producing university caliber and workplace-acceptable documents

Required Texts: Mary Ellen Guffey & Dana Loewy. *Business Communication: Process & Product*, 8th edition + Aplia (bundle). Cengage, 2014

BUAD 301a Casebook (Rizkallah), McGraw-Hill (to purchase online, visit http://create.mcgraw-hill.com/store/CSUFU)

Course Description & Scoring: This is a "flipped" class. The majority of instruction occurs **outside of the classroom**, delivered through reading the textbook, watching videos and other presentations, and completing online activities. You will be held accountable for the content covered in these materials. In the classroom we will be discussing cases and working on applying what you've learned to the real life tasks you will face after graduation or may be facing right now in your current job.

All in-class and out-of-class tasks have points assigned to them. The quality of your work both outside of class and in-class will determine how many of the total points available you will

receive. Regular attendance and participation in class discussions are crucial to your successful completion of the BUAD 301a course. Make-up exams are not available. **NO LATE ASSIGNMENTS WILL BE ACCEPTED!**

Attendance: This course will conform to the CSUF withdrawal policies. All in-class and out-of-class tasks have points assigned to them, and on days that we focus on discussion or other activities that do not have points assigned to them you will receive points for attendance. If you must be out, hand in your assignment early or e-mail the document to me **before 2:00pm on the day it is due**. It is your responsibility to get notes from a classmate and master any missed material **on your own**. Keep in mind that even one missed assignment will lower your grade substantially.

Assessment Activities: The programs offered at Mihaylo College of Business and Economics (MCBE) at Cal State Fullerton are designed to provide every student with the knowledge and skills essential for a successful career in business. Since assessment plays a vital role in Mihaylo College's drive to offer the best programs, several assessment tools are implemented to constantly evaluate our program as well as our students' progress. Students, faculty, and staff should expect to participate in MCBE assessment activities. In doing so, Mihaylo College is able to measure its strengths and weaknesses, and continue to cultivate a climate of prestige and value in its students and programs.

Career Center: Students are asked to register for the services of the CSUF Career Center as part of our unit on career development. For information about these services, please see www.fullerton.edu/career. For additional support, you may also visit Mihaylo Career Services at http://business.fullerton.edu/undergraduate/careerservices//.

Access for Disabled Students: The University is committed to supporting all students and providing reasonable accommodations when it is possible and appropriate to do so. Students with temporary or permanent disabilities may receive assistance and support services through the Disability Support Services Office, UH 101, 657.278.3117, http://www.fullerton.edu/DSS/. This office reviews documentation and determines the necessary specific accommodations for students with disabilities. Students with a disability are entitled to reasonable accommodation after they have identified themselves as a student with a disability. Those students must request specific accommodations and provide documentation in support of their request. The student will be given a form which then must be given to me. This form will advise me of the reasonable accommodation that is to be provided.

Emergency Procedures: Familiarize yourself with CSUF emergency procedures and add emergency contact information to your phone! http://prepare.fullerton.edu/

Academic Dishonesty: Plagiarism is the failure to cite the source of your information or language; in other words, it means presenting someone else's work as your own. Any incident of academic dishonesty, including plagiarism, cheating, or submitting falsified work, will result in an F (0 percent) on the assignment, possibly for the entire course, and likely additional university-level disciplinary action. If you wish to quote or paraphrase someone you must use the APA documentation format.

For more information on CSUF's policies on academic dishonesty, please see the Student Guide to Avoiding Plagiarism, located on this website:
http://www.fullerton.edu/deanofstudents/Judicial/Letter%20to%20Students.asp

Ethics: Analyzing multiple business perspectives when approaching different communication situations, students will understand that ethical responses and strategies in one situation may present ethical dilemmas in another situation. Students learn to devise solutions to ethical dilemmas, use arguments of fact, policy and worth, and confront ethics in daily business operations. Challenges include examining ethical issues in case materials, delivering negative news messages within and outside of an organization, and using persuasive messages responsibly.

Professional Demeanor: Part of receiving a university education from Mihaylo College is learning the functional content of your chosen field. Another objective is learning to act like a member of that professional field. Professional demeanor is not just an important part of your learning process; it also affects the quality of the learning experience for all class members. How you individually act affects not only how others perceive you, but it can also result in a variety of positive or negative consequences. Professional demeanor will be evaluated as part of your in-class behavior:

- **Arrive for class and be in your seats by the scheduled beginning of class.**
- **Do not read materials or textbooks for other classes during our session.**
- **Do not bring meals or snacks into the classroom.**
- **Set smart phones, beepers, laptop volume controls, tablets, and other electronic devices to mute or off before coming to class.**
- Restrict laptop and tablet use to note taking or class-related tasks. Random browsing, playing computer games, exchanging e-mail and Internet messaging are discouraged. **If engaged in unauthorized communication or entertainment, you may be asked to leave class.**

Assignments: **Points:**
                                                                                      (TOTAL 1085)

Assignments	Points
Revised Documents (direct, indirect, sales, and executive summaries); approximately 4+ total	300 = 27%
Career Package (résumé, cover letter, social media)	100=9%
Informative research report with Executive Summary and APA list of References + Power-Point presentation; teams (2-3)	100=9% (report) 50=5% (presentation)
Aplia	160= 15%
Peer Reviews	50=5%
Participation: In-class and out-of-class (including First Drafts, Quizzes & Homework, and Case Shreds)	75=7%
Attendance	100=9%
Final Exam (short business scenario, in class)	150=14%

Grading Standard:

PASS	What your grades mean in the world of work
A (100-93%)	
A- (90-92%)	Your boss loves your work and your career advancement is assured.
B+ (87-89%)	
B (83-86%)	
B- (80-82%)	Your boss is pleased with your work and your career advancement is likely.
C+ (77-79%)	
C (73-76%)	Everything is OK, but don't overestimate your value to the company.
FAIL	
C- (70-72%)	
D+ (67-69%)	
D (63-66%)	Your boss is watching for improvement; don't hang photos in your cubicle.
D- (60-62%)	
F 60% >	Clean out your desk.

Revision Policy: All documents will be written in class and revised in class. You will have the benefit of peer critiques on all in-class written assignments You may revise a 50-point in-class assignment that receives a C- or lower after completion of this process for up to five additional points within a week after it has been returned to you. You may only do so twice during the semester.

Some assignments may be evaluated ✓+ (above average), ✓ (average), ✓- (below average).
THESE GRADES INFLUENCE YOUR PARTICIPATION SCORE!

Other Policies:
- Save all your papers until the end of the semester. Always back up computer files and keep hard copies of everything.
- Ask intelligent questions that arise from the coursework.
- At least 50% of course assignments will be completed in class.

Final Schedule:

Final Date/Time	Location
May 15, 2014, 12-1:50pm	SGMH 2108

Tentative Schedule**: this schedule may be modified to benefit students.**

The perspectives that form the context for business education, as required by the AACSB Standards, are indicated by this code: **i.** ethical issues; **ii.** global issues; **iii.** political, social, legal, regulatory environmental issues; **iv.** technological issues; **v.** impact of demographic diversity organizations.

Chapter references are to Guffey/Loewy, 8th edition.
Aplia exercises should be completed by the day indicated; you only have access to them for a short period of time.

	Meeting	Assignment	Aplia	Mode	Measurement	Points Possible
1	1.1 (1/21)	Administrative stuff Go over Rubric(s)		F2F	Attendance	5
	1.2	Aplia - Orientation	Intro	Online	Completion	10
	1.3 (1/ 23)	Diagnostic **i**		F2F	Submission	5
	1.4	Aplia - Chapter 1	CH1	Online	Completion	10
2	2.1 (1/28)	Set up Review Groups Peer Review (Diagnostic)		F2F	 Completion	 5
	2.2	**Revision (Diagnostic) i** Aplia – Chapter 2	 CH2	Online	**Completion** Completion	**50** 10
	2.3 (1/30)	Professionalism (CH2)		F2F	Attendance	5
	2.4	Case#0 "Shred" Aplia – Chapter 4 **iii**	 CH4	Online	Completion Completion	5 10
3	3.1 (2/4)	Case Analysis Method Point of View (Hattersley)		F2F	Attendance	5
	3.2	Aplia – Chapter 5	CH5	Online	Completion	10
	3.3 (2/6)	Applying Case Analysis Argumentation (Hattersley)		F2F	Attendance	5
	3.4	Case#1 "Shred" Aplia – Chapter 6	 CH6	Online	Completion Completion	5 10
4	4.1 (2/11)	Case#1 Discussion		F2F	Attendance	5
	4.2	Aplia – Chapter 8	CH8	Online	Completion	10
	4.3 (2/13)	Direct Message **i, iii, iv**		F2F	Submission	5
	4.4	Peer Review (Direct) Aplia – Chapter 7	 CH7	Online	Completion Completion	5 10
5	5.1 (2/18)	Business Writing Style		F2F	Attendance	5
	5.2	Logical Fallacies		Online	Completion	5
	5.3 (2/20)	**Revision (Direct) i, iii, iv**		F2F	**Completion**	**50**
	5.4	Aplia – Chapter 9 Case#2 "Shred"	CH9	Online	Completion Completion	10 5
6	6.1 (2/25)	Case#2 Discussion		F2F	Attendance	5
	6.2	Aplia – Chapter 3	CH3	Online	Completion	10
	6.3 (2/27)	Negative News Message **ii, v**		F2F	Submission	5
	6.4	Peer Review (Negative) Aplia – Chapter 15	CH15	Online	Completion Completion	5 10
7	7.1 (3/4)	**Revision (Negative) ii, v**		F2F	**Completion**	**50**
	7.2	Aplia - Chapter 16	CH16	Online	Completion	10
	7.3 (3/6)	Career Development		F2F	Attendance	5
	7.4	Internship Search		Online	Completion	5

8	8.1 (3/11)	Career Center Speaker		F2F	Attendance	5
	8.2.	Peer Review: Career Package		Online	Completion	10
		Aplia – Chapter 10	CH10		Completion	10
	8.3 (3/13)	Ethics (Hattersley) Applying Persuasion (Style)		F2F	Attendance	5
	8.4	Case#3 "Shred"		Online	Completion	5
9	9.1 (3/18)	Case#3 Discussion		F2F	Attendance	5
	9.2	**Revision (Career Package)**		Online	**Completion**	**100**
	9.3 (3/20)	Persuasive Message **i, iii**		F2F	Submission	5
	9.4	Peer Review (Persuasive)		Online	Completion	5
10	10.1(3/25)	**Revision (Persuasive) i, iii**		F2F	**Completion**	**50**
	10.2	Infographics & Design[1]		Online	Completion	5
	10.3(3/27)	Sales Messages Discussion		F2F	Attendance	5
	10.4	Aplia – Chapter 11	CH11	Online	Completion	10
11	4/1-4/3	**SPRING BREAK**				
12	11.1 (4/8)	Reports (choose teams)		F2F	Attendance	5
	11.2	Peer Review (Sales)		Online	Completion	5
		Aplia – Chapter 12	CH12		Completion	10
	11.3(4/10)	Library Session		F2F	Attendance	5
	11.4	Aplia – Chapter 14	CH14	Online	Completion	10
		Oral Presentation Videos			Completion	5
13	12.1(4/15)	Report (in-class group work on project)		F2F	Attendance	5
	12.2	**Revision (Sales)**		Online	**Completion**	**50**
	12.3(4/17)	PowerPoint/Prezi		F2F	Attendance	5
	12.4	APA Citations Tutorial		Online	Completion	5
14	13.1(4/22)	Executive Summary		F2F	Attendance	5
	13.2	Peer Review (ES)		Online	Submission	5
	13.3(4/24)	Final Exam Review		F2F	Attendance	5
	13.4	**Revision (ES)**		Online	**Completion**	**50**
15	14.1(4/29)	**Group Presentations**		F2F	Attendance	5
	14.2	Final Exam Review		Online	Completion	(5)
	14.3 (5/1)	**Group Presentations**		F2F	Attendance	5
	14.4	Peer Review (Report)		Online	Completion	10
16	15.1 (5/6)	**Group Presentations**		F2F	**Completion**	**50**
	15.2	**Revision (Report)**		Online	**Submission**	**100**
	15.3 (5/8)	Final Exam Review		F2F	Attendance	5
17	5/15	**FINAL EXAM**			**Completion**	**150**

[1] http://www.asmallbrightidea.com/pages/tutorial.html
[1] See Online Presentation Video document for links
[1] Additional resources are available in the OPSOM on Slides, as well as this list of Prezi tutorials:
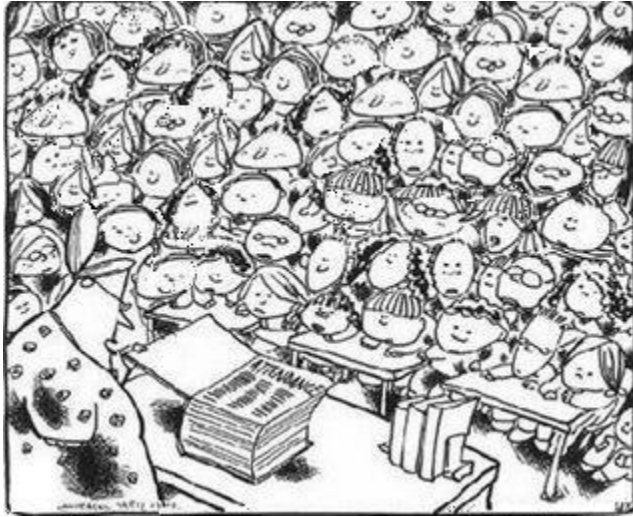http://www.youtube.com/playlist?list=PL09A34EF19596B7BB
[1] http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

SECTION 5 APPENDIX K: SAMPLE MINI-WORKSHOP DRAFT

Count or Noncount: Number or Amount?

Here's a sentence that looks pretty normal:
The room was too small for the amount of students in it.

The only problem is that it's not good grammar. There is no such thing as an *amount* of students. There is only a *number* of students.

We usually see *count* or *noncount nouns* in a different form. Here are some examples.

Count	Noncount
Dog	Sheep
Employee	Staff
Dollar	Money

In the *count* nouns, adding an *s* to makes it plural. However, in the *noncount* nouns no *s* is necessary because the singular and plural forms of the word are the same. *Note that many noncount nouns are also abstract concepts*. Here's what our earlier examples look like with both singular and plural forms included.

Count		Noncount	
Singular	**Plural**	**Singular**	**Plural**
Dog	Dogs	Sheep	Sheep
Employee	Employees	Staff	Staff
Dollar	Dollars	Money	Money

But what happens when you're trying to use a count or noncount noun with an adjective? In most cases it doesn't make any difference—only the verb needs to change a little.

Singular	Plural	
The dog smells good.	The dogs smell good.	Noun=dog; adjective=good
The sheep is black.	The sheep are black.	Noun=sheep; adjective=black

In some cases, though, using the correct adjective for the count or noncount nous will enhance your credibility as an educated writer and speaker. Here's a brief list of adjectives that relate to specific count and noncount nouns.

Count	Noncount
Some	Any
Many	Much
Few	Less or Little
Number	Amount

Using the noncount adjective with a count noun is incorrect, just as using a count adjective with a noncount noun is incorrect.

Incorrect	Correct
There are *any* supervisors present.	There are *some* supervisors present.
Did you eat *much* donuts?	Did you eat *many* donuts?
I should drink *fewer* coffee.	I should drink *less* coffee.
A large *amount* of customers responded.	A large *number* of customers responded.

One of the biggest problems people encounter is the difference between *fewer/less* and *number/amount*. A basic rule of thumb is if you can literally count the items indicated by the noun (pieces of paper, pens, paychecks) the correct choice is the *count* adjective: *fewer* or *number*. If you are discussing something that can only be measured (sugar, coffee, property) or is abstract (good will, happiness, fear) the correct choice is the *noncount* adjective.

EXERCISE 1

Identify whether a count or noncount term is appropriate based on the underlined term. (*Exercise adapted from http://www.chompchomp.com/terms/noncountnoun.htm*)

1. After (*much* or *many**) <u>rainstorms</u>, Fred bought an umbrella. Therefore, Fred had to listen to (*less* or *fewer**) <u>weather reports</u>.
2. There are (*some** or *any*) <u>customers</u> in the showroom. Do they have (*some* or *any**) <u>questions</u> for the salesperson?
3. We should have (*fewer** or *less*) <u>meetings</u>. At this time of year we have (*fewer** or *less*) <u>items on the agenda</u>.
4. The supervisor noticed a large (*amount* or *number**) of <u>errors</u> on the report. She told the staff that the (*amount** or *number*) of <u>time</u> spent on it was wasted.
5. When Joaquin saw the (*amount** or *number*) of money spent on the project he decided to request (*fewer** or *less*) pieces of equipment.

EXERCISE 2

Replace the underlined phrases with one of the terms provided. (*Exercise adapted from Purdue University OWL*)

1. <u>A large number of</u> students has trouble with economics. (*much* or *many**)

2. It requires <u>a large amount of</u> reading. (*much** or *many*)

3. <u>Not many</u> advisors spend as much time with their students. (*less* or *few**)

4. He <u>hasn't much hope</u> of passing his exams. (*little** or *few*)

5. He <u>doesn't know many</u> people in the class. (*knows little* or *knows few**)

6. She has <u>quite a few</u> apps on her smartphone. (*a large number of** or *a large amount of*)

SECTION 6: RESOURCES AND FACILITIES

A. *State and Non-State Support*

As a supporting program, the Business Communication Program has no direct contact with budget data. All funding is requested, received, and distributed by Mihaylo College. Therefore, the Program does not have access to itemized state and non-state support information.

B. *Special Facilities and Equipment*

Business Communication courses focus on writing skills. Therefore, students require a place to write and to talk about writing. In addition to standard classroom tools (black/whiteboards, pens, desks, etc.) students require access to a computer during the class session and outside the classroom.

- *Computer labs*

All Business Communication courses are currently held in computer labs in Mihaylo Hall. Each lab contains approximately 40 computers with access to the Internet and printers. Microsoft Office products are loaded onto each computer. The instructor has control of all lab computers from a podium computer. The instructor can also project lessons and other materials onto a screen at the front of the room. The labs most often used for Business Communication courses include

- SGMH 2108
- SGMH 2112
- SGMH 2311

Occasionally used:
- SGMH 2101
- SGMH 2109

Although an adequate number of labs have been available since the Mihaylo College of Business and Economics moved into its new home, Mihaylo Hall, in 2008, enrollment figures indicate that soon (perhaps as soon as Spring 2015) the number of BUAD sections will exceed the number of labs available.

The Program encourages instructors to adopt a "paperless" model for all classes. Students often submit documents online or via email, for example, and instructors post handouts and assignments on TITANium. Unless we require students to bring an Internet-capable tablet or laptop computer to class each day, losing classroom meetings in computer labs will place severe restrictions on what students can accomplish.

- *Special projects facility: OASIS*

When instructors develop special projects or prepare online courses, they usually engage the services of Online Academic Strategies and Instructional Support (OASIS). Currently both the online BUAD 201 and 301 courses use lecture materials produced through OASIS facilities, and the SPEAKS Oral Presentation Skills Online Module (described in section 5) made extensive use of the multi-media capabilities of that office.

C. *Library resources*

Several instructors make use of the library services, inviting librarians to teach research skills to the class. However, funding to cover the librarian workshops and the Web pages they produce for each class comes from the Library budget. The Business Communication Program has no special requirements beyond what is customary for Mihaylo College in general.

SECTION 7: LONG-TERM PLANS

A. *Program Strategic Objectives; Connections to College and University Goals*

The Business Communication Program's strategic goals tend to focus directly on service to students. Because the program is a supporting program rather than a degree-granting program and only offers temporary, non-tenure track positions, several of the University and College goals do not apply.

In general, the program's task is to teach students appropriate communication skills, both written and oral, to prepare them for the domestic and global workplaces. Instructors are careful to incorporate AACSB-recommended perspectives that form the context for business education into course work. These perspectives are

- o Ethical issues
- o Global issues
- o Political, social, legal, regulatory, and environmental issues
- o Technology issues
- o Impact of demographic diversity on organizations

While these contexts touch on several of Mihaylo College's learning objectives (see **Appendix A**), the primary goal of the Business Communication Program is to satisfy Mihaylo College's learning objective **3.a: Communicate, influence, and inform using effective oral/written communication**.

Mihaylo College goals are already aligned with CSUF goals. These relationships are represented in the bulleted items below. Business Communication's current strategic plan (Fall 2014-Spring 2015) focuses on University Goal #1 (Student Preparation) and Goal #2 (Retention). The program also tentatively planned a project to develop a new tool to assess student presentation slides (the current oral assessment does not include slide preparation) but this effort has been postponed indefinitely.

- **University Goal #1**: *Student Support*

   College Goal 1: *Deliver innovative and effective curriculum and instruction to prepare Mihaylo students for success in the global economy.*

Additional details on these projects in goals #1 and 2 are available in Section 5.

Objective	Description of Activity
Improve critical thinking and individualized instruction through mediated group work	Supplemental Instruction Pilot Program. Three BUAD 301 sections will coordinate with the CSUF SI Program to incorporate the services of three trained student assistants, who will provide critical thinking and developmental support for small groups of students.
Develop learning community to enhance lateral thinking between disciplines	Women's Studies/ECON/BUAD Learning Community. A special cohort will take multiple courses together. BUAD course will focus on non-profit organizations.

- ***University Goal #2:*** *Student Retention*

    College Goal 2: *Provide effective, student-focused operations*.

Additional information on both of the following projects is provided in Section 5.

Objective	Description of Activity
Improve teamwork skills	Development of a teamwork video series using the resources available through OASIS and potentially the Theater and Dance Program.
Develop mini-workshops on grammar and writing style	Using Softchalk, Brainshark, or some other presentation software, faculty will create short interactive workshops that demonstrate common writing principles to students. Students will be able to access and execute these resources independently.

- ***University Goal #3****: Faculty Development*

    College Goal 3: *Recruit diverse and high-quality faculty and support high-quality applied research.*

The Business Communication full-time faculty has diminished significantly, originally because the economy dictated a hiring freeze and later because the program was unable to obtain approval for full-time lecturer positions. As full-time lecturers left or retired, they were replaced by part time instructors. The program runs ***over 50 sections of BUAD classes with 5 or fewer full-time lecturers***. Last year, ***for the first time in seven years***, we were able to hire a new full-time instructor. Another full-time position was approved for this year and the search committee is looking for a second full-time lecturer. However, these new hires are simply replacing positions vacated by recent and pending retirements. Although the campus and the College are growing, the Business Communication Program faculty is not.

Few incentives exist for Business Communication faculty to publish. Classes are large (most writing and communication classes at CSUF and elsewhere are restricted to 25 students; Business Communication undergraduate sections have a 37-student limit) and teaching loads are heavy (full-time lecturers teach a 4/4 load plus service obligations; part-time instructors teach between 1 and 4 sections each semester). Although instructors receive token recognition for publications during personnel reviews, they do not receive release time for publications and the College does not recognize any business communication publications as "ranked" journals. Limited release time for administrative duties is provided by the Program Chair.

To maintain currency in the field, the program offers a variety of staff development workshops each semester. Instructors are required to attend these workshops or substitute appropriate webinars as part of their continued training.

- ***University Goal #4****: Partnerships and Support*

  College Goal 4: *Strengthen partnerships with key stakeholders and increase financial support for the College.*

Lecturers in Business Communication regularly apply for and receive small grants from Mihaylo College to execute student support projects. Instructors involved in service learning connect with local businesses through the University's Center for Internships and Community Engagement (CICE).

B. Evidence to Measure Program Results (Assessment)

Assessment measures are presented in detail in Section 3. To summarize here, the program measures student achievement by entry and exit written diagnostic examinations in every course (201, 301, 301a, 501, and Irvine, online and honors sections) every semester. Student GPAs on entry and exit are tracked from semester to semester, so that skill levels and grading practices are monitored.

Every other year, program assessment administrators prepare and run formal programmatic assessments of both written and oral communication skills in all BUAD 301 sections. Both assessments are course-embedded and measure an assignment in the normal curriculum. The written assessment has undergone several changes since the first study was conducted in 2007; the oral assessment has undergone minimal changes over that time. The next oral assessment is scheduled for Fall 2015 and the next written assessment is projected for Spring 2016.

Below are the program's goals based on the most current assessment results.

- *Written Assessment (Spring 2014)*

Student performance was found to be satisfactory (Good or Excellent) in all areas except Style (poor). The program is currently working on activities to improve student performance in this area.

  - Developing a style module for use by all instructors
  - Creating a cache of real business document samples
  - Encouraging additional reading/increasing reading load

- *Oral Assessment (Fall 2013)*

After the introduction of the SPEAKS video series, student scores increased by 14 percent in the Fall 2011 study; these results were repeated in the Fall 2013 study. No significant changes or adjustments have been planned.

Currently no assessment system is in place for BUAD 501 courses. Since BUAD 501 is not a core course, the College does not include it in its assessment plan. Usually the course is taught by Dr. Dana Loewy and Dr. Teeanna Rizkallah, who are well socialized and who discuss grading practices and trends in the course regularly. Both also work closely with the Graduate Programs Director, Melissa Lopez.

C. Budget Plans

All projects undertaken by the Business Communication Program are funded through Mihaylo College. Two projects require funding: the mini-workshops and the teamwork videos. Definite funding requirements have not yet been determined.

Section 7 APPENDIX: MIHAYLO COLLEGE OF BUSINESS AND ECONOMICS (BA IN BUSINESS ADMINISTRATION) LEARNING GOALS AND OBJECTIVES

1. Functional Knowledge
   a. Demonstrate an understanding of each of the functional areas of business
   b. Analyze and integrate techniques and theories from multiple business disciplines

2. Business Opportunity Recognition and Problem Solving
   a. Recognize and understand how to respond to business opportunities in the global workplace
   b. Identify solutions using appropriate techniques and models
   c. Analyze and compare data, applying appropriate methodologies to support decision-making

3. Interpersonal Skills
   a. Communicate, influence, and inform using effective oral/written communication
   b. Recognize and apply appropriate concepts and theories of motivation to achieve group and organizational goals
   c. Diagnose and resolve conflict in a group and organizational settings

4. Awareness of Global, Local, and Regional Environment
   a. Identify and evaluate ethical, legal, and multicultural issues
   b. Identify how global, local, and regional factors interact with the business environment

GENERAL APPENDIX A

BUSINESS COMMUNICATION PROGRAM

COURSES OFFERED

Undergraduate

- BUAD 201 – Business Writing

  Special sections:

  - Online
  - Honors
  - Learning Community
  - Supplemental Instruction
  - Irvine campus

- BUAD 301 – Advanced Business Communication

  Special sections:

  - Online
    - Online accelerated
  - Honors
  - Irvine campus

- BUAD 301a – Business Communication 301a

Graduate

- BUAD 501 – Managerial Communication

GENERAL APPENDIX B: ASSESSMENT SCHEDULE

Mihaylo College of Business and Economics

BA – Business Administration

Learning Goals and Objectives

Goals	Course	Coord	Schedule
1) Functional Knowledge			
Objectives a. Demonstrate an understanding of each of the functional areas of business b. Analyze and integrate techniques and theories from multiple business disciplines	MGMT 449	Lorenzo Bizzi	Spring 2015
2) Business Opportunity Recognition and Problem Solving			
Objectives a. Recognize and understand how to respond to business opportunities in the global marketplace	MGMT 339 MKTG 351	Paul Choi Sunil Thomas	Fall 2015
b. Identify solutions using appropriate techniques and models	ECON 315 FIN 320	Denise Stanley Amadeu DaSilva	Fall 2015 Fall 2016
b. Analyze and compare data, applying appropriate methodologies to support decision-making	ISDS 361A ISDS 361B	Sinjini Mitra Rahul Bhaskar	Fall 2015
3) Interpersonal Skills			
Objectives a. Communicate, influence, and inform using effective oral/written communication	BUAD 301	Teeanna Rizkallah	Oral: Fa2015 Write: Sp2016
c. Recognize and apply appropriate concepts and theories of motivation to achieve group and organizational goals c. Diagnose and resolve conflict in group and organizational settings	MGMT 340	Gerard Beenen	Spring 2016
4) Awareness of Global, Local, and Regional Environment			
Objectives a. Identify and evaluate ethical, legal, and multicultural issues	MGMT 246 MGMT 340	Charles Smith Gerard Beenen	Fall 2016 Spring 2016
b. Identify how global, local, and regional factors interact with the business environment	ECON 333		Fall 2016

C4 Assessment Checklist

Semester:
Course:

Question #1
What measurement tool are you using? (exam, project, etc.)

Question #2
How many sections are participating?

Question #3
List participating faculty and their section #:

Question #4
Met with participating faculty to discuss assessment & plan (enter date completed):

Question #5
Met with Dept Chair to discuss assessment & plan (enter date completed):

Question #6
Necessary adjustments made to plan & participants notified (enter date completed):

Question #7
Completed assessment (enter date completed):

Question #8
Demographic link shared with students (enter date completed):

Question #9
Results delivered to Assessment Coordinator (date completed):

Question #10
Results returned from Assessment Coordinator; compiled for department (enter date completed):

Question #11
Report created and uploaded on TITANium (date completed):

Question #12
Report results discussed with participating faculty (date completed):

Question #13
Report discussed with Dept. Chair (date completed):

Identify three measurable action items below:

Action Item #1:

Rationale behind action item #1:

Who is responsible for carrying out action item #1?

Action Item #1 Due Date:

Action Item #2:

Rationale behind action item #2:

Who is responsible for carrying out action item #2?

Action Item #2 Due Date:

Action Item #3:

Rationale behind action item #3:

Who is responsible for carrying out action item #3?

Action Item #3 Due Date:

Presented report to C4 (date completed):

Report filed for annual reporting (date completed):

Attachment:

GENERAL APPENDIX C

LIST OF CURRENT BUSINESS COMMUNICATION PROGRAM FACULTY (FALL 2014)

Full-time Lecturers	*Part-time Lecturers*
Michael Collins, Ph.D April Franklin, Ph.D Linda Fraser, Ph.D Dana Loewy, Ph.D Teeanna Rizkallah, Ph.D (BUAD Course Coordinator)	Christopher Axtell Kathy Brzovic, Ph.D (retired full-time) Debra Conkey Debra Danielsen Howard Gordon Breta Hedges Colin Innes Jodi Jewell Carole Mackie Farrokh Moshiri Daryle Nagano-Krier Lambe Papoulias Donna Sayed Katharine Sentz

GENERAL APPENDIX D

CAL STATE
FULLERTON

COURSE CONTENT, CORE COMPETENCIES AND ASSESSMENT FOR
BUSINESS WRITING (BUAD 201)

Coordinator: Teeanna Rizkallah
E-mail: trizkallah@fullerton.edu
Office Phone: 657.278.5767

COURSE CONTENT

This course provides a basic understanding of business communication. This three-unit class is designed to 1) familiarize students with the techniques, strategies, and forms of writing used in the professional world; 2) teach students to use precise and persuasive language to achieve their business goals; and
3) prepare students for communication in the workplace and in their other business classes.

Students are exposed not only to various business situations and types of documents on the job, but they are also introduced to workplace issues such as ethics, diversity and multiculturalism, and technology, as they relate to business communication.

In this course we do the following, in no particular order:

- ➢ explain to students the difference between college-level composition classes (freshman writing) and business writing
- ➢ "unteach" some notions about writing that are unsuitable in business
- ➢ acquaint students with the standards and conventions of business writing, its specific forms and layouts
- ➢ focus on efficiency of expression (conciseness at the sentence-level)
- ➢ introduce students to modern communication technology used in the workplace
- ➢ encourage critical reading and thinking skills (problem solving)
- ➢ teach persuasive writing strategies that get the job done, along with effective document design
- ➢ stress solid revision and editing techniques
- ➢ expose students to small-scale research tasks

CORE COMPETENCIES

The Mihaylo College of Business and Economics (MCBE) has outlined several core competencies:
1. Integration of real world problems into the curriculum
2. Ethics
3. Critical thinking
4. Ability to solve complex issues
5. Decision making

6. Teamwork/group dynamics
7. Integration of computer applications into the curriculum
8. Oral communication
9. Written communication

More strongly than most MCBE classes, we focus on the development of skills, along with knowledge specific to business communication. In this course, the primary purpose of the exams is to test the students' skills when writing the various business documents and applying suitable strategies—an appropriate tone, reader-friendly organization, and effective formatting. Qualitative entry and exit exams ensure that we measure the proper development of writing skills over the course of the semester.

In each short case scenario, the students apply course content to business problems and thus satisfy the MCBE's core competencies:

Competency 1: Our assignments are fresh and relevant. Many of us supplement the textbook with current articles and cases from various media. Whenever suitable, we introduce current events as they pertain to the course content.
Competency 2: Ethical communication plays a significant part in our instruction. We introduce business situations challenging students to "do the right thing" from the point of view of all parties involved and for their own protection (lawsuits).
Competencies 3, 4, 5: Any situation involving a business problem requires critical thinking. We teach students to analyze a particular problem and to use appropriate tools to solve it.
Competency 6: Although the role of group assignments is limited in BUAD 201, in-class exercises, peer edits, and small-scale research assignments expose students to group dynamics, cooperation, and task management.
Competencies 7, 8: Aside from word processing, we use presentation technology (PowerPoint/Prezi) in our own lectures and may introduce students to it in the form of an informal oral presentation based on a small informational research task. We teach document design, tables, and simple charts (Excel). Students learn proper e-mail, voicemail, and social media etiquette. For example, a writing task may involve an e-mail memo or the evaluation of a Web site.
Competency 9: This course is writing intensive. Students do exercises and compose letters, memos, executive summaries, and other business documents every week, practically in or for every class session.

ASSESSMENT

Assessment is done using in-class exams and take-home assignments. Due to the complexity of writing, multiple-choice tests are unsuitable for assessment—other than for minor reading quizzes with little impact on the overall grade. At least 50% of the work needs to be completed under supervision in class to ensure authenticity. The majority of assignments in BUAD 201 are assigned and submitted for individual evaluation. Group work may be introduced on a limited scale, perhaps in connection with a small research task.

Our numerous writing assignments provide a comprehensive coverage of the course content and core competencies. Samples of take-home assignments are provided in the handout packet. In-class cases and scenarios are usually taken from our textbook, currently Mary Ellen Guffey/Dana Loewy's *Business Communication: Process and Product,* or from business publications, the Internet, and other media.

Documents need to conform to high standards of academic excellence and professionalism in the workplace. They are judged according to whether they are *university-caliber and workplace-acceptable*.

The criteria outlined in our C.L.A.S.S. evaluation tool are applied consistently across sections, so that a document will be evaluated the same by all instructors. C.L.A.S.S. is used to assign a fair grade and provide a rationale for grades to students.

BUAD 301 COURSE MAP OVERVIEW

All BUAD 301 courses must include these components:

- Diagnostic exam
- 3-4 Case analyses
  Although students should be familiarized with the 5-step case analysis method that they will encounter on the final exam, deliverables may include the following required documents:
    - Performance Appraisal
    - Press Release/Press Kit
    - Brochure or Infographic
- Analytical report (may be team-based)
    - Research
    - APA citation training
    - Executive summary
- Oral presentation skills
    - PowerPoint
- Document design
- Technology (including Netiquette)
- Final exam

The 5-step case analysis method we use in the MCBE Business Communication Program was developed by Gayle Vogt and Jean Fuller, and is based on the case analysis method used by the Harvard Business School. In short, it is as follows:

1. Determine the problem.
2. Identify key facts and assumptions, make inferences (analyze), identify long- and short-term goals.
3. List possible solutions, along with pros and cons for each solution.
4. Select and defend one of the potential solutions.
5. Detail implementation of the selected solution.

Students traditionally have underperformed in the category of Strategy. Furthermore, David Leibsohn, Course Coordinator for MGMT 449 (the capstone course), has communicated concerns regarding students' ability to identify problems within a case and formulate problem statements in a clear and concise manner. In an attempt to address these issues, the following recommendations are designed to simplify instruction and provide students with a better set of analytical/critical thinking skills.

RECOMMENDED METHOD(S) TO ADDRESS REQUIRED COMPONENTS

Diagnostic exam

In the past, the diagnostic exam given during the first week of classes required students to read a brief case on the spot and provide a case analysis of it using the first four steps of the case analysis method. Since students have not used the case analysis method before it was expected that they would perform poorly. We used their performance on the diagnostic to measure improvement over the course of the semester. In fact, this method does not measure writing improvement: it tends to measure improvement on content knowledge (i.e., what components are necessary for a case analysis). BUAD courses are skills-based courses rather than content-based courses, thus the approach is somewhat counter to program goals. The following change will be made to the BUAD 301 diagnostic exam beginning with the Fall 2010 semester:

➢ The diagnostic exam will consist of a brief case that provides a complex problem. Students will be asked to identify the problem(s) in the case in as much detail as possible. Evaluation using the CLASS rubric will allow instructors to focus on actual writing ability as well as the students' ability to understand the depth of the issues facing them.

Although this gives the student less form to work with, the hope is that students will flesh out ideas rather than simply stuff them into a framework. Furthermore, students should understand that the surface issues are rarely the real problem in most cases. Underlying issues are generally the most effective ones to address. Instructors will have a better opportunity to use the diagnostic as a teaching tool for the first component of the case analysis method.

Case analyses

Students are expected to complete 3-4 case analyses over the course of the semester. In general, most instructors have run students through the complete 5-step case analysis method for every case. Recently, students seem to be using the 5-step case analysis the same way they use the 5-paragraph essay, bane of writing instructors the world over. To combat this tendency and to improve students' understanding of the purpose of the case analysis method as a decision-making tool, the following recommendations are provided to instructors teaching BUAD 301 sections:

➢ Case 1: focus on developing substantial, concise problem statements that address underlying issues, not merely surface effects. (*Note: instructors have the option of using the diagnostic prompt for this case*.)
➢ Case 2: after developing a solid problem statement, focus on analysis, identifying key facts, and applying logic to assumptions and inferences.
➢ Case 3: after developing a solid problem statement and analysis, create at least two viable solutions or approaches to address the case situation and prepare valid arguments for and against each solution or approach.
➢ Case 4: after developing a solid problem statement, analysis, and potential solutions, instructors can develop students' decision-making skills by having them choose a solution and implement it. Students should be focused on what realistically may happen as a result of their choices.

Note that each case can (and probably should) be a different case; this is not a recommendation to run through one case in minute detail throughout the entire semester. Instead, instructors can

choose cases that lend themselves to the analysis focus for that particular section. ***Please note***: students should be preparing analysis documents related to each case discussed. These analysis documents should be separate from the deliverables listed below. These can be in-class or out-of-class documents depending on instructor preferences (with the proviso that at least 50 percent of all coursework must be completed in class).

Deliverables

Students should be able to translate the findings of their analyses to real world applications. As such, we ask that students develop functional documents as a part of the writing component of the course. To maximize efficiency, these deliverables can be the ultimate outcome of either the case analyses described above or part of the out-of-class research project. These deliverables can be executed in-class or out-of-class depending on instructor preferences (with the proviso that at least 50 percent of all coursework must be completed in class).

  ➢ Performance appraisal
  ➢ Press release/press kit
  ➢ Brochure (may be a component of another assignment)
  ➢ Executive summary (see ***Analytical report*** below)

Analytical report

This is a formal research-based report. It should have a persuasive purpose. Instructors have several options for this project including a proposal or a business plan. Several of the other course requirements are usually addressed by this one project. In general, most analytical report assignments in BUAD 301 include the following course components:

  ➢ Teamwork
  ➢ Research skills ⎱ Both of these items can be
  ➢ APA citation style training, bibliographic and parenthetical ⎰ served with a library session.
  ➢ Document design (see ***Document design*** below)
  ➢ Executive summary
  ➢ Oral presentation ⎱ Again, these two items are a natural match.
  ➢ PowerPoint development ⎰

Document design

Students need to understand standard corporate design principles. All documents should be produced in accordance to those principles. Over the course of the semester, students may produce a number of different types of documents (memos, letters, reports, etc.). *All* documents must be submitted in the appropriate format. In most cases the textbook will provide the basic design instruction but instructors may also refer to the "Document Design" handout available on the program's TITANium site. At any rate, instructors should plan to go through document design principles in detail with students on one or more projects, most notably on the analytical report.

Technology (Netiquette)

At the bare minimum, instructors should address business email forms and strategies through one or more email assignments. However, instructors are encouraged to explore other business technologies with their classes: net-meetings, document development through shared files, corporate use of social media, weblogs, smart phone applications, etc.

Final exam

The course final is separate from all other in-class case analyses. Students should prepare a response to a short (1-1.5 page) case. *Instructors should* **not** *prepare students with the case prior to the exam.* Students should be asked to cover the first 4 steps of the 5-step case analysis method (problem statement, analysis, 2 potential solutions with pros and cons for each, defense of selected solution). In some cases the final exam prompt may be supplied by the Business Communication Program, especially when executing assessment studies. Students must pass the final to pass the course.

BUAD 301 RECOMMENDED COURSE MODEL

Assignment structures

Although some minor assignments (value >50 points) can be delivered to students verbally, all exam prompts and major assignments must be accompanied by a written assignment sheet. The assignment sheet can be delivered to students in hard copy or uploaded to the course Blackboard site. Program instructors have agreed that such assignment sheets should have a few specific components to clarify the purpose of and expectations for the given assignment. Instructors can include whatever additional information (case summaries, new data, etc.) they desire, but all assignment sheets should include these components:

- *Writing task*: identify specifically what the student should be addressing. *Example*:

> **Writing Task:** In a correctly formatted memo addressed to Claus Schwaneger, Head of Field Operations, write an analysis that offers policy to cover one or more of the cultural problems described in the case. Provide a problem statement, an analysis (including relevant information, assumptions, and a goal), and at least two detailed policy alternatives (with pros and cons), identifying which you believe is the best and why.

- *Evaluation*: identify what standards will be used when scoring the assignment. *Example*:

> **Evaluation:** I will be using the CLASS Rubric to evaluate your document. I will be paying particular attention to four of the five parts (and their sub-parts) of the case analysis method, looking for well-considered arguments for and against your suggestions.

- *Expected student outcomes*: identify what skill or concept the student should master in the course of executing the assignment. *Example*:

> **Expected Student Outcomes**: Students will demonstrate an understanding of case analysis method and the elements of communication by applying knowledge of a specific culture to an existing situation.

In addition, instructors may wish to strongly encourage students to keep analyses brief: approximately one page for in-class assignments, for example. One of the biggest concerns voiced by Dr. Leibsohn on behalf of the MGMT 449 faculty is that students are long-winded. Conciseness needs to be one of our foci for student success in the capstone course.

Applying the components
Some potential progressions for case analysis to deliverable are noted below.

- Case 1 (ethics) => Problem development => In-class writing
- Case 2 (diversity) => Analysis development => Homework writing => In-class performance appraisal
- Case 3 (global issues) => Solutions development => In-class writing => Homework: press kit
- Case 4 (technology) => Defense development => In-class writing => Homework: informative brochure

BUAD 501 Recommended Guidelines

The BUAD 501 (Managerial Communication) course is designed to improve MBA students' writing skills. All MCBE MBA students who score below 50 percent on the GMAT verbal examination are required to pass BUAD 501.

DEMOGRAPHICS

Students in the BUAD 501 courses tend to fall into three categories.

- Most students who are required to take the course are ESL students. They are usually weak in basic grammar and mechanics. Problems exhibited are often considerably more severe than what we normally see in undergraduate BUAD courses. These students are often well aware of their language deficiencies.
- The most problematic segment of students is the native speaker population who is required to take the course. In general, their writing problems tend to be conceptual and strategic. They have trouble understanding logic; they often use assumptions in place of evidence. They tend to believe their writing skills are "good enough" and resist instruction.
- The smallest group is the MBA students who take the course by choice. They are motivated to improve their writing and often participate with enthusiasm. The challenge to the instructor is to make the course useful for these students while still addressing the needs of those who have less developed skills.

COMMON BODY OF KNOWLEDGE CONTENT COVERAGE:
The BUAD 501 course must cover the following competencies:
- Business communication for domestic and international markets: case reports, electronic communication, meetings; audience, style and tone (I, II, III)*
- Credibility; personal and corporate ethics (I)*
- Analysis of business articles and cases (I-V)*
- Interpretation of data, critical evaluation of information
- Synthesis of data and information
- Planning, organizing, writing, and presenting business cases and reports (I)*
- Visual presentation technology: PowerPoint, Excel
- International, intercultural, domestic business conflict, argument, and negotiation (I-V)*
- Citations and reference list (APA); electronic database searches
- Information competency/library research: Lexis-Nexis, ABI-Inform etc.
- Workplace diversity (issues concerning minorities, women, and the disabled) (I, III, V)*
- Effective business document design on the computer

*Roman numerals indicate the following perspectives: Ethics (I); global issues (II); political, social, legal, regulatory, and environmental issues (III); technology (IV); and demographic diversity in organizations (V).

GRADING STANDARDS

Students must obtain a B or higher in graduate courses to pass. Scores of B- or lower are failing grades. Note that scores tend to scale upward in graduate courses compared to undergraduate scores (i.e., a B- in a graduate course may correlate to a C or C+ in an undergraduate course). All written documents should be scored using the CLASS rubric (*See CLASS 501*).

COURSE DESIGN

BUAD 501 is usually taught as a student-run course. The instructor is there to organize, guide discussion, offer direction, and provide basic skill instruction. The instructor is **not** meant to lecture for hours on end. To this end the first class session (or two) is devoted to the set-up for the rest of the class: assignment of presentation tasks, etc. For demonstration purposes, Dr. Rizkallah's Fall 2009 course is used here as a model.

Course Components

- Instructor lectures. Lectures given in BUAD 501 should be brief (10-15 minutes) and focused on specific issues (grammar/mechanics or textbook overview). Using PowerPoint is recommended, and all instructor PowerPoints should be provided to students via Blackboard as well. Otherwise, the instructor should be out of the limelight, observing or giving instructions as necessary.

- Student presentations
  - Textbook chapters. Students present chapters or sections of chapters from the textbook to the class in a 10-15 minute PowerPoint presentation. An alternative is to have the instructor give an overview of the chapter or ask all students to prepare executive summaries of the chapter prior to class, and then ask the student speaker to find an article or case that illustrates one or more of the key concepts from the chapter. Students should always be given an opportunity to ask questions after the presentation. These presentations are graded using the SPEAKS rubric. *Please see the Oral Presentation Guideline for more information.*

  - Case moderation. Individual students or pairs of students prepare and deliver case materials to the course for discussion. Case discussions usually run for two or more weeks prior to an in-class writing examination and tend to be longer than other student presentations. Case discussions are generally broken into two separate sections:
    1. Problems analysis.
    2. Alternatives analysis.

    PowerPoint is **not** recommended for these presentations and students should be warned that they are not meant to simply deliver information about the case. Rather, they should be encouraging open debate in the class, serving as moderators to guide the discussion to a reasonable conclusion. Moderators are graded using the SPEAKS rubric. *Please see the Moderator Guideline for more information*.

- o Current issues. In larger courses, there are often more students than there are textbook chapters and cases. Since all students must have the same opportunity to present instructors may schedule a certain number of 10-15 minute "current issues" PowerPoint presentations. These presentation topics should be approved by the instructor prior to the presentation date and must be on a current **business** topic. These presentations are graded using the SPEAKS rubric. *Please see the Oral Presentation Guideline for more information.*

- In-class writing (case analysis). Students should prepare a case analysis document in class following case discussions. These case analyses should be similar to the analyses BUAD 301 students prepare in class. Prompts should follow case discussion results as much as possible. Students should be encouraged to keep remarks brief and directed (conciseness is key!).

  - o Revision. All students who score B- or below on an in-class analysis must revise their documents. Students who score higher may revise at the instructor's discretion. In some cases the instructor may require additional revisions as well, again at his or her discretion.

- Team reports. The majority of the semester is spent building, component by component, a formal analytical report. Each segment of the project should be scored by the instructor. At least two drafts should be prepared and reviewed via peer critique and/or instructor evaluation prior to submission of the final version. The final draft must be bound, with the appropriate accompanying documents, submitted in a folder with all drafts and other materials used in the preparation of the report (note that source materials should be burned to a CD and presented as well). Instructors should make Turnitin.com available to students early in semester so they can check their papers for plagiarism early and often. *Please see the Research Project Assignment Sheet for more information.*

  - o Peer critiques. Although instructor commentary is invaluable, students should also be honing their critical skills through directed peer team critiques of other team's drafts. Provide students with specific targets for critique (questions that should be answered, components that must be included, etc.) and make sure that each team is preparing a written document with their assessment of the draft that will be provided to the authors. *Note that peer critiques cannot substitute for instructor reviews—they are meant to enhance instructor input, not replace it*.

  - o Presentations. Each team should make a 10-15 PowerPoint presentation based on their report. The floor should be opened for questions and discussion following each report.These presentations are graded using the SPEAKS rubric. *Please see the Oral Presentation Guideline for more information.*

- Final exam. The final exam should be given during finals week. It should test reading comprehension, literacy skills, and analytical abilities. The case should be brief (1-2 pages) and should be given "cold:" no preparation prior to the exam. Students should have the entire exam period to write their case analysis.