

BBA Communication Learning Goal - “Our graduates will clearly and effectively present their ideas in both written and oral communication.”

FACULTY RATER: _____

Term/Year: _____

STUDENT NAME: _____

DRURY UNIVERSITY BBA –WRITTEN COMMUNICATION & ORAL PRESENTATION SKILLS			
<i>Evaluative Criteria</i>	<i>Fails to meet expectations</i>	<i>Meets expectations</i>	<i>Exceeds expectations</i>
Written Communication			
<i>Opening Statement</i>	<input type="checkbox"/> Offers a weak or unfocused opening statement	<input type="checkbox"/> Opens with clear statement of case problems/issues – gains some attention	<input type="checkbox"/> Hooks reader with clever/insightful opener to clearly identify case issues
<i>Thesis</i>	<input type="checkbox"/> Weak or unfocused thesis for paper	<input type="checkbox"/> Clear statement of issues and problems associated with topic	<input type="checkbox"/> Clearly identifies problem/decision as a topic for the paper/study
<i>Organization</i>	<input type="checkbox"/> Uses few headings or paragraph breaks, shows weak logical flow	<input type="checkbox"/> Provides organized analysis that generally maintains focus	<input type="checkbox"/> Provides clear organization scheme to guide reader through logic of analysis
<i>Spelling & Word Choice</i>	<input type="checkbox"/> Uses many misspelled words and shows only elementary vocabulary level	<input type="checkbox"/> Has spell-checked, but may miss a type or use an inappropriate word/term	<input type="checkbox"/> Uses correct spelling throughout and demonstrates strong vocabulary skills
<i>Grammar/Sentence Structure</i>	<input type="checkbox"/> Commits several grammatical errors that detract from the paper’s readability/offers multiple sentence fragments, run-ons, agreement error	<input type="checkbox"/> Generally uses correct verbs, tenses, pronouns, etc., with 1-2 minor errors/some sentence structure questions	<input type="checkbox"/> Shows correct grammar throughout, makes no errors/good sentence structure throughout
Oral Presentation			
<i>Organization</i>	<input type="checkbox"/> Audience cannot understand because there is no logical sequence to information	<input type="checkbox"/> Some information is not in logical sequence	<input type="checkbox"/> Presents in logical, interesting sequence which is easy to follow
<i>Subject Knowledge</i>	<input type="checkbox"/> Does not understand project and cannot answer questions	<input type="checkbox"/> Does understand project; however cannot provide elaboration	<input type="checkbox"/> Demonstrates full knowledge by answering all questions completely with explanation and elaboration
<i>Visual Aids</i>	<input type="checkbox"/> Low quality or no visual aids to support the presentation	<input type="checkbox"/> Uses some visual aid that supports the presentation	<input type="checkbox"/> Uses high-quality visual aids that enhance the presentation
<i>Audience Interaction</i>	<input type="checkbox"/> No eye contact, just reads presentation and no use of appropriate gestures	<input type="checkbox"/> Maintains eye contact, moves around and uses gestures while often referring to notes	<input type="checkbox"/> Maintains eye contact, moves around, and uses appropriate gestures while seldom referring to notes
<i>Elocution</i>	<input type="checkbox"/> Mumbles, mispronounces terms and speaks too softly for audience to hear	<input type="checkbox"/> Speaks softly but audience can hear and generally correctly pronounces terms	<input type="checkbox"/> Voice is clear; Words are pronounced correctly and audience can hear presentation
<i>Teamwork (if applicable)</i>	<input type="checkbox"/> Members have unclear or no role in presentation and poor transition from member to member	<input type="checkbox"/> Team members have role in presentation and are somewhat coordinated	<input type="checkbox"/> Team members have equivalent roles, smooth transitions, and all parts are integrated with each other
<i>Support/Evidence</i>	<input type="checkbox"/> Too general or anecdotal; Insufficient use of evidence to support key points; Lacks appropriate source citations	<input type="checkbox"/> Adequate use of specifics and evidence; Sources cited appropriately	<input type="checkbox"/> Excellent details. Uses multiple forms of evidence to support key points. Sources cited appropriately

<i>Attire</i>	<input type="checkbox"/> Attire is inappropriate and distracts from presentation	<input type="checkbox"/> Attire is appropriate for presentation	<input type="checkbox"/> Attire is coordinated with presentation
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05/02/14

Communication Learning Goal of the Breech BBA

“Our graduates will clearly and effectively present their ideas in both written and oral communication.”

Instructions and Assessment Process

Ratings Process

The Communication Learning Goal of the BBA program shall be rated by two faculty members. After conducting the assessment the faculty members shall share the results of the ratings, and any recommendations for improvement of either courses or the rating instrument to the Breech Curriculum committee and AOLA for consideration of action by the Breech faculty.

1. This rubric is to be used by faculty raters:
 - a. Raters should not be instructors for the course.
 - b. There should be at least two raters.
2. For using the written communication rubric:
 - a. Arrange to collect one set of written assignments for the course. Written assignments are preferably short essays, not short-answer writings or lengthy research papers.
 - b. Each rater completes ratings independent of the other; scores are combined and tallied to generate results.
3. For using the oral communication rubric:
 - a. Arrange to have one set of oral presentations videoed when students complete them in class. Oral presentations should be lecture/formal in format, not small-group discussion or one-on-one interactions.
 - b. Each rater completes ratings independent of the other; scores are combined and tallied to generate results.

Samples of Student Work

In the past final presentations for MGMT 301 have been assessed in the Day School and CCPS program.

Assessment Assignments

The rubric used to assess this Learning Goal is included as an attachment to these instructions.

05/02/2014