

MSU INVESTMENT PROPOSAL FOR INSTITUTIONAL PRIORITIES

PROPOSAL OVERVIEW

Title	Improvement of Bus Com Competency	Request Date	January 3, 2012
Department	College of Business	Email	sdana@montana.edu
Requestor	Susan Dana	Phone	406-994-4423

STRATEGIC ALIGNMENT

Core Themes and Objectives (check all that apply)

Educate Students

- Our graduates will have achieved mastery in their major disciplines
- Our graduates will become active citizens and leaders
- Our graduates will have a multicultural and global perspective
- Our graduates will understand the ways that knowledge & art are created and applied in a variety of disciplines
- Our graduates are prepared for careers in their field
- We will provide increased access to our educational programs
- Communities and external stake holders benefit from broadly defined education partnerships with MSU

Create Knowledge and Art

- Students, faculty, and staff will create knowledge and art that is communicated widely

Serve Communities

- We help meet a fundamental need of the citizens of Montana by providing degree programs for our students
- We help meet the educational needs of the citizens of Montana by providing a wide range of educational opportunities to a variety of students
- Our students, faculty, staff, and administrators reach out to engage and serve communities
- Our students, faculty, staff, and administrator reach in to build the university community

Integrate Learning, Discovery, and Engagement

- Each graduate will have had experiences that integrate learning, discovery and engagement
- Outreach activities will educate students and address the needs of the communities we serve
- Students, faculty, and staff will create knowledge and art that addresses societal needs
- MSU is a community that will be characterized by synergy within and across disciplines, roles and functions.

Stewardship

- The public trusts the institution to operate openly and use resources wisely
- The faculty and staff are well-qualified and supported
- MSU will support Native American students, programs, and communities
- MSU will be an inclusive community, supporting and encouraging diversity
- Our publicly provided resources are used efficiently and effectively
- Natural resources are used efficiently and sustainably
- MSU nurtures a culture of resource conservation and ecological literacy among students, faculty and staff
- Our physical infrastructure (e.g., building, equipment, open spaces) will be well-maintained and useful

INSITUTIONAL BENEFIT

Campuses	<input checked="" type="checkbox"/> Bozeman <input type="checkbox"/> Billings <input type="checkbox"/> Havre <input type="checkbox"/> Great Falls <input type="checkbox"/> FSTS <input type="checkbox"/> Extension <input type="checkbox"/> MAES
Cross Depts	Please List: _____

TIMEFRAME

Proposed Dates	Start: FY2013	End: None (base funding)
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COST AND REQUIREMENTS

Funding Type	One-Time (\$)	Multi-Year (\$)			Base (\$)	FTE
		Year 1	Year 2	Year 3		
Personnel (w/benefits)					\$26,000	Hourly Wage
Materials & Supplies						
Travel						
Contracted Services						
Capital						
Other Operations						
TOTAL					\$26,000	Hourly Wage

<p>Please comment, if necessary, regarding cost and requirements.</p>	<p>The Bracken Business Communications Clinic is staffed by business professionals with significant and unique business communications experience and expertise. The BBCC staff is compensated on an hourly basis. As calculated below the additional funding required providing two hours of mentoring for every BUS 201 student is \$26,000.</p> <p>Proposed Budget = 650 students * 2 hours/student * \$20.00/hour = \$26,000</p>
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PROPOSAL SCOPE

Describe the Proposal

This proposal requests \$26,000 in base funding to provide increased, required one-on-one business communication mentoring to all students enrolled in BUS 201. The funds will be used to expand the appointment hours in the Bracken Business Communications Clinic (BBCC) to support a new requirement in BUS 201 that every student meet at least two hours with a BBCC coach.

Success in the business world for both business and non-business students demands effective oral and written communication. BUS 201 annually serves a population of approximately 250 business students and 400 non-business students. The BUS 201 course objectives include the expectation that every student will demonstrate professional level competency in written and oral communication

As suggested by Chris Anson, a recent expert presenter hosted by the College of Business in March 2010, written communication competency can be improved through repetition accompanied by detailed, personal feedback. With large section sizes in BUS 201 (40+) it isn't practical for instructors to provide the repetitive, detailed, personal feedback needed to maximize student progress and performance. In the College of Business we have created an innovative business communications coaching clinic, BBCC, where students can meet one-on-one with a communications coach to receive detailed immediate feedback regarding oral and written communication assignments.

This proposal if funded will expand the BBCC appointment capacity to support two hours of required communications mentoring for every BUS 201 student.

PROPOSAL SCOPE

Describe the broader impacts and benefits of this proposal

This proposal will directly support two of the listed objectives in MSU's First Core Theme: Educate students. This core theme states,

Educate Students: Two simple words in the mission statement are used to describe a vast array of educational efforts at Montana State University. And education implies far more than just imparting knowledge. We strive to help our students become critical thinkers capable of making informed ethical decisions, ready to become active citizens and community leaders.

Objective 1: Our graduates will have achieved mastery in their major disciplines as indicated by,

- Proportion of students completing degree requirements.
- Performance on standardized exams, such as professional exams, GRE scores.
- Performance on end-of-program assessments.
- Number of successful masters and doctoral thesis defenses.
- Student retention rates.

Objective 5: Our graduates are prepared for careers in their fields as indicated by,

- Number of graduates employed in a field related to their degree.
- Number of external advisory boards consulting with MSU Colleges.

If successful this proposal will directly enhance both of the objectives stated above by improving student performance on standardized exams and by improving job placement for our business and non-business graduates.

- Our goal is that 100% of our sophomore business students enrolled in BUS 201 will score 3 or better on the standardized ACT Business Writing Assessment. This assessment is described below in the assessment section.
- Over time if MSU's graduates have superior business communications skills their on-the-job performance will enhance the job prospects for future MSU graduates, both business and non-business. When employers are impressed with the performance of our graduates they come back for more of the same. Since many non-business students go on to careers that interact and interface with the business world it is relevant that about 400 non-business students take BUS 201 each year and will benefit from the implementation of this proposal

ADDITIONAL INFORMATION

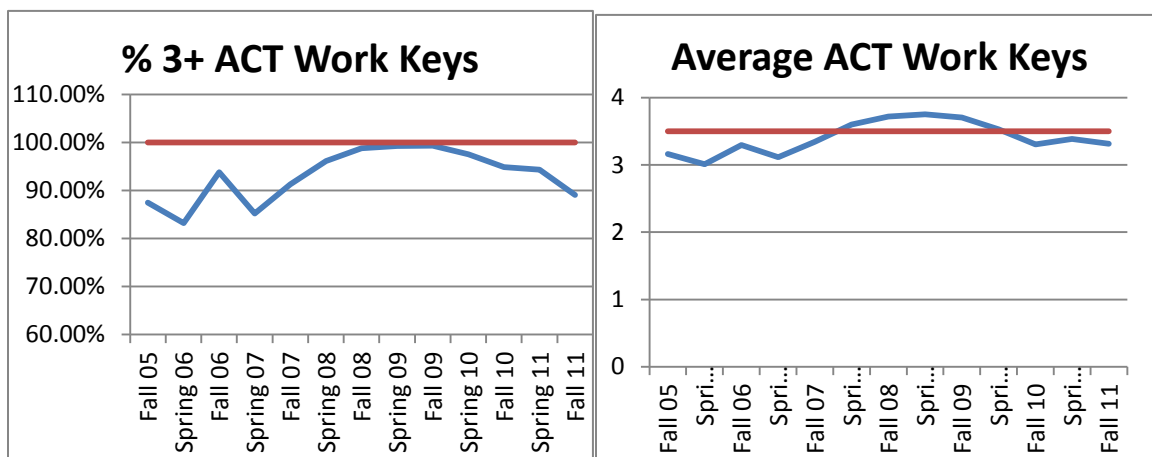
Implementation Plan *(Please describe with timelines)*

The course syllabus for BUS 201 will be modified effective Fall 2012 to reflect the requirement that BUS 201 students meet for at least two hours to improve performance on the written business communication assignments. Also in Fall 2012, additional hours for the required appointments will be added to the schedule for the BBCC; additional coaches will be hired as necessary.

Assessment Plan *(Please describe with indicators)*

Performance of College of Business students enrolled in BUS 201 on a standardized business communications assessment will be used to evaluate the success of this proposal regarding improvement of business communication competency. Our goal is that 100% of business students will score a 3 or better at their first sitting on the ACT Work Keys Business Writing Assessment and that the average score will be 3.50 or higher. The success of this proposal will be evaluated based on improvement of student performance on this exam.

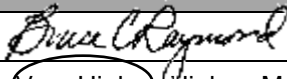
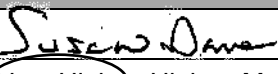
http://www.act.org/workkeys/assess/bus_writ/



Note: The requirements for formal admission to upper-division in the MSU College of Business include a score of 3 or better on the ACT Work Keys writing competency exam. Because a score of three or higher is one of the performance standards for admission to the CoB, all business students in BUS 201 are instructed to sit for the ACT Work Keys exam at the end of BUS 201. The graph above displays a history of the ACT Work Keys exam performance for the past six years.

If assessed objectives are not met in the timeframe outlined, what is the plan to sunset this proposal?

If performance on the ACT Work Keys Business Writing assessment does not increase we will return the \$26,000 base funding to the central administration beginning Fall 2014.

SIGNATURES		
Department Head <i>(please print)</i>	Signature <i>(required)</i>	Date
Bruce C. Raymond		January 3, 2012
Dept Head Priority <i>(please circle one):</i>	<input checked="" type="radio"/> Very High <input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low <input type="radio"/> Very Low	
Dean/Director <i>(please print)</i>	Signature <i>(required)</i>	Date
Susan Dana		January 3, 2012
Dean/Director Priority <i>(please circle one):</i>	<input checked="" type="radio"/> Very High <input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low <input type="radio"/> Very Low	
Executive/VP <i>(please print)</i>	Signatures <i>(required)</i>	Date
Executive/VP Priority <i>(please circle one):</i>	<input type="radio"/> Very High <input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low <input type="radio"/> Very Low	