Fogelman College of Business and Economics
Close the Loop Improvements
Bachelor of Business Administration (BBA) Degree
Fall 2009

Goal	Recommendation	Action	Improvement
1	The lower level communications course, COMM 2381 should be redesigned to offer business-oriented instructional examples in its curriculum.	Initiate discussions with the Department of Communications about the possibility that business-oriented, dedicated sections of COMM 2381, Oral Communications, can be offered to include business applications.	The Department of Communications agreed to reserve dedicated slots for business majors in selective sections which will involve more business content and focus. The Department of Communications agreed to open provide their communications lab for FCBE students who need extra assistance. The FCBE will also collaborate with the Department of Communications on continuing and freshman communications.
1	Business majors should be required to complete COMM 2381 as part of the lower core which should then be coordinated with instructional activities in MGMT 3510—taken as early as possible, but not later than during the junior year.	Require that COMM 2381 be taken in the lower core. Ask MGMT 3510 instructors to coordinate instruction to build on instruction in COMM 2381. Ask the advising center to encourage students to take MGMT 3510 early in their Junior year.	Advising center staff, beginning with the Fall 2009 semester, agrees to advise all students to take COMM 2381 with the lower core. Advising center staff will also advise students to take MGMT 3510 as early during their junior year as possible. Syllabi review of MGMT 3510 reflects that instructors currently build on instruction in COMM 2381
1	Increase emphasis and reinforcement that is placed on oral communications in the business curriculum.	Reinforce oral communication skills taught in OC 2381 and focus on areas of need that have been determined. A greater percentage of the MGMT 3510 course should be dedicated to professional oral communication and professional etiquette.	Syllabi reviews indicate that MGMT 3510 instructors devote 15 to 25% of class time to developing students' oral communication and professional etiquette skills. Instructors devoting less than 25% to oral communication skills will be instructed to increase the percentage to 25%.

1	Provide more coordination and structure for the business communications course to assure consistency in instruction and content.	Appoint a faculty coordinator for MGMT 3510 to assure consistency and standards across sections. Develop a standard syllabus for MGMT 3510 sections.	A standard (template) syllabus will be developed and used for all MGMT 3510 sections, beginning in the Spring 2010 semester.
1	Establish a business writing competency exam that will be administered to determine whether or not student's communication writing skills are adequate for upper core courses.	Establish an effective balance of writing and professional communications across the curriculum.	Resources for writing and professional communications will be compiled for faculty use while referring students with writing and/or professional communication deficiencies to those resources.
1	Encourage FCBE faculty to further integrate oral communication assignments and professional presentations into the coursework for all majors.	Ask each department to identify one or more courses where oral communication can be integrated into the course syllabi.	Department chairs have been asked to measure and collect data about oral presentation opportunities in their courses. Associate Dean will be pushing for a 10% increase when they report back in January. The plan is to increase emphasis on oral communications every semester.
1	Promote a closer connection with professionals in the business community to serve as guest speakers, evaluate projects and assignments, and assist with other appropriate activities. Students should also have opportunities to join outside groups, such as Toastmasters.	Identify courses appropriate for inviting local business professionals to the classroom to expose students to more real world experiences. Initiate one or more campus Toastmasters clubs to provide opportunities for student growth in oral communications and leadership.	Several actions in place or underway: --Business professionals speaking and mentoring students under the 4-C's Program (student development enrichment program focusing on enhancing communication, creativity, critical thinking, and emotional control), coordinated by John Amis, Management Department. --Alumni Guest Professor Program bringing outstanding College alumni to campus for speaking engagements with students business with assistance from FCBE Alumni Board, coordinated by Tom Miller, Dean's Office. --Three Toastmasters International Chapters were established for FCBE students during the Fall 2009 term with Kimberlee Keef serving as advisor. This program will be expanded as interest for the program grows.

1	Offer more opportunities where students can be exposed to standards for appropriate dress in a business related environment.	Designate a day or week for "professional dress" or "focus on professionalism". Associate this initiative with presentation of formal presentations in classes throughout the College, such as Alumni Day.	Department chairs have been asked to consider enforcing professional dress for faculty and students on all presentation days.

The Fogelman Pride committee is organizing a "Professional Day" during the Spring Semester, 2010.

The Dean's Office is working on getting smart casual polo shirts for all faculty and students. Everyone will be expected to wear them on designated days.

The Fogelman Pride committee is developing a Code of Professionalism for both faculty and students. |
| 1 | Provide a mechanism for providing student access to appropriate examples of good communications practices. | Provide a web based repository of best practices relating to model written and oral communications. This material will be available online and free to students. | Several web based repositories for a web based repository of best practices relating to model written and oral communications are currently available. In addition, the newly adopted version of the current textbook provides web access to model written and oral communication material. Students in MGMT 3510 will be provided with instructions needed to access these online repositories. |
| 2 | More projects and cases should be utilized throughout the BBA business core that emphasizes development of critical thinking skills. | Identify one course where projects and/or cases relating to critical thinking skills development can be made an integral part of the course activities. Identify courses throughout the curriculum where critical thinking modules can be used to enhance instruction. | MIS 3210 has been approved at the college level. This course will include critical thinking activities as an integral part of the course.Department Chairs will also review ways for integrating critical thinking into other courses in the BBA curriculum.

Other courses have also been identified in which critical thinking skills will be developed. These include: ECON 3022, ECON 3028, ECON 3123, ECON 3210, ECON 3310, ECON 3320, ECON 3580, ECON 4120, ECON 4340, ECON 4350, ECON 4356, ECON 4410, ECON 4820, ISDS 3711, MKTG 2610, MKTG 3010, MKTG 3012, MKTG 3140, MKTG 4080, MKTG 4470, MKTG 4901 (see documents 'BBA Close the Loop Goal 2 - ECON Critical Thinking' and 'BBA Close the Loop Goal 2 - MCSM Critical Thinking' |

2	Strengthen the 4 Cs initiatives to improve critical thinking in project management, problem formulation, problem analysis and resolution by designating a course with sole responsibility for assuring that activities are provided to meet this initiative. While this recommendation provides a foundation for development of critical thinking skills, integration of critical thinking skills into all appropriate core business courses should be a goal. Moving MIS 2755 to the upper level will facilitate this integrative process and improve the entire curriculum.	Enhance the content for MIS 2755 to include critical thinking skills development through a project management lens. Rename the existing MIS 2755 course to be more representative it its revised emphasis: "Project Management and Critical Thinking". Move the enhanced MIS 2755 course, "Project Management and Critical Thinking", to the upper core to better coordinate critical thinking skills with other core business courses.	A new course named "Critical Thinking in Project Management" MIS 3210 was approved by the college for offering in the fall 2010 semester. The course will integrate critical thinking processes and opportunities within the framework of project management. This will be accomplished with a beginning section of the course establishing the foundation for critical thinking by the student. Opportunities for critical thinking in the context of project management and in the process of solving project management cases are included. The course will provide students with an understanding of project management, along with related skills and the tools.
3	Utilize the professional business community to make students more aware of acceptable and standard business practices relating to ethics and employees' rights.	Invite professionals from the business community to discuss ethics, employees' rights, and legal consequences for violating standard legal standards.	The 4Cs program has been implemented and is running smoothly. This program will promote standards for student behavior as well as ethics and acceptable business practices.
3	The objectives for Goal 3 should be measured in a wider range of courses to include more than one course. There does not appear to be a need for Objective 5 since the content is adequately covered in other objectives.	Identify additional courses where Goal 3 objectives can be measured during the next round of assessment. Eliminate Objective 5.	Measurement of Goal 3 objectives was expanded in the rubric on the assessment web site to include ACCT 3130 and MGMT 4710 to add more breadth for measuring these objectives. Objective 5 was eliminated from the rubric for Goal 3 based on faculty recommendation.
4	Improve student understanding in the areas of basic domestic, international, and host country laws as well as regulations regarding human rights and other labor related issues. Students should also have better understanding and awareness about legal, institutional, and financial types of international transactions that are components of global business operations.	The content of ACCT 3130 should be enhanced to include content relating to international, and host country laws and regulations regarding human rights and other labor related issues as well legal, institutional and financial types of international	ACCT 3130 includes the following chapter, beginning with the Fall 2009 term: **Legal Aspects of International Business** **CHAPTER 23 OUTLINE** INTERNATIONAL BUSINESS TRANSACTIONS **1.** Comparative Legal Systems and International Law

		transactions that are components of global business operations. Establish responsibility for collecting and distributing information about current international events on and off campus, international travel opportunities, and study abroad programs. This effort should be led by the Associate Dean for Academic Programs. Include measurements in ACCT 3130 during the next round of assessment for the BBA degree program.	**2.** Conflict-of-Laws Principles and International Litigation **3.** Methods of Conducting International Business **4.** International Contracts **5.** The Multinational Enterprise REGULATING INTERNATIONAL BUSINESS **6.** Introduction **7.** International Controls **8.** Host Country Regulations **9.** Regional Regulation—The European Community **10.** Import Controls **11.** Export Controls **12.** Antitrust Laws **13.** Foreign Corrupt Practices Act **14.** Anti-boycott Laws The study abroad function of the College is being centralized at the CIBER center. Given the funding available for students, CIBER will be working with the central administration and the associate dean to encourage more students to take advantage of internationalization and study abroad opportunities while completing BBA degree requirements.
4	Reword the first four objectives to better align each one with the goal. The following restatements are recommended for the second round of assessment: Objective 1: Demonstrate an understanding of the global economic, social and cultural environments within which businesses operate. Objective 2: Demonstrate an awareness of the global political and technological environments within which businesses operate. Objective 3: Demonstrate an awareness of the legal, institutional and financial types of international transactions. Objective 4: Demonstrate understanding how contemporary international events influence businesses around the world.	Review wording for all objectives for Goal 4 to determine if they can be better aligned with the goal. Review objectives for this goal to determine whether or not rewording of the learning objectives will enhance the assessment process.	Reworded the four objectives on the assessment web site, based on faculty recommendations, for the Goal 4 rubric for the BBA degree program as indicated below. Objective 1: Demonstrate an understanding of the global economic, social and cultural environments within which businesses operate. Objective 2: Demonstrate an awareness of the global political and technological environments within which businesses operate. Objective 3: Demonstrate an awareness of the legal, institutional and financial types of international transactions. Objective 4: Demonstrate understanding how contemporary international events influence businesses around the world.

5	Eliminate this goal from future BBA assessments as there is insufficient data to measure this effectively as outlined above in the Goal 5 discussion.	Eliminate the current Goal 5 from the assessment process during the next round of assessment.	Goal 5 for the BBA degree program was eliminated from the rubric on the assessment web site since faculty determined that this goal did not contribute to the assessment process.
6	Improve students' ability to analyze business data and present data analysis results in an attractive and functional format. Additional emphasis should be placed on providing students with knowledge about tools for business analysis and development and refinement of presentation skills.	Place additional emphasis on business data analysis skills development in the ISDS 3711. Ask instructors in ISDS 3711 to develop and use a rubric to assess data analysis skills relative to appropriate activities.	Dr. Robert Taylor, Chair Management Department ISDS 3711 Faculty
6	To directly address lower than exemplary level performance related to objective 2, it is recommended that MIS 2749 be enhanced to include a much greater coverage of computer hardware and software, networks, databases, the Internet, and electronic commerce. This additional material should supplement computer skill training on Microsoft Excel and Microsoft Access. It is recommended that some of the skills training be moved to online computer tutorials and testing through the use of Microsoft IT Academy. It is further recommended that students be given an option for certification testing while using the MCAS (Microsoft Certified Application Specialist) early in (or prior to taking) MIS 2749 to determine their proficiency levels. It is also recommended that MIS 2749 be renamed "Foundations of IS" to be in closer conformance to it broader coverage beyond merely computer skills.	Enhance the content in MIS 2749 to include greater coverage of computer hardware and software, networks, databases, and the Internet. Computer application skills, except for spreadsheet and decision support applications, will be eliminated from this course to make room for the additional content. Database applications will be required and made available online via the Microsoft IT Academy. Students should be tested in MIS 2749 while using a nationally recognized program, such as the MCAS Certification, to determine the level of skills and knowledge gained in the course. The MCAS certification score should become part of each student's grade.	MIS 2749 coverage is being expanded to include the MIS essential concepts, as well as, the Microsoft Office Excel and Access training that have always been a part of the course. A custom textbook is being chosen so that the areas where exemplary performance has not previously been achieved will be targeted and included along with instruction for using the most recent MIS tools and resources for supporting business decisions. This revision creates the opportunity for students to receive expanded and updated instruction in the ever-changing information technology field while also developing skill in using Office tools such as Excel and other decision support applications. The new content will be taught in a lab environment and will include instruction on computer hardware and software, networks, databases, and the Internet. Students will receive software application training online using Microsoft ELearn or an equivalent program. The students will continue to prepare for and take the MCAS certification exam as a part of their class work and evaluation.

| 6 | Examine ways to improve instruction relating to student use of computer software tools to organize data for statistical analysis and decision making in order to solve business related problems. | Examine ways to enhance student performance while using computer tools required for statistical analysis and decision making applications in the ISDS 3711.

Include a module on data organization and analysis and project management as well as use of such software tools as Microsoft Project in MIS 2755 (or 3755 if upgraded to the upper level core). | A module on date organization and analysis, as well as Microsoft Project software, will be incorporated into the MIS 3210 course. |