Current AoL Cycle

College-Wide Action Plans

Undergraduate Programs

2018-19

CRITICAL THINKING

The action plan generated by the AoL Committee, based on the 2018-19 assessment data, will be to make two major changes to the assessment process:

1. To design a system that coordinates a group of faculty (other than faculty teaching the mapped course) to set performance standards and to evaluate all assessment criteria.

2. To develop either, standardized assignments or direct assessments for each learning goal.

WRITTEN COMMUNICATION

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ORAL COMMUNICATION

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2. To develop either, standardized assignments or direct assessments for each learning goal.

DISCIPLINE SPECIFIC KNOWLEDGE

DSK measurements are assessed by the individual discipline programs.

IMPLEMENTATION NOTES:

The action plans for Critical Thinking, Oral and Written Communication were implemented in Fall 2020, measuring all three outcomes with one signature assignment. The newly designed assignments were placed and measured in two required core courses (BUSI 4359 and BCIS 4350). Completed assignment were rated by two external evaluators using a newly developed 4-point scale, which raised the target expectations for the outcomes.

2019-20

ETHICS

To improve the "Knows ethical decision-making frameworks" factor faculty will create a teaching module to thoroughly introduce the main ethical decision-making frameworks and give students an assignment to apply them to a specific set of ethical dilemmas encountered in normal business operations.

GLOBAL

Meet with faculty teaching courses mapped to the Global outcome across all locations to review syllabi and lesson plans to verify they are consisted across locations.

TECHNOLOGY

Identify more advanced and practical technology skills required in today's business environment and adjust curricula and assessment to reflect them.

IMPLEMENTATION NOTES:

These action items are still in progress and were further addressed in the Spring 2022 analysis.

2020-21

CRITICAL THINKING

Prior to the start of the Fall 2021 semester, the undergraduate program coordinators, along with faculty teaching upper-level business core courses, will discuss how to integrate specific instruction addressing the items of critical thinking assessed in our rubric and modify the curriculum to ensure that students get adequate exposure to, and practice with, the components of critical thinking. Specific courses that will be consider include: MGMT 3300, FINC 3301, and BUSI 3312.

WRITTEN COMMUNICATION

Prior to the start of the Fall 2021 semester, the undergraduate program coordinators, along with faculty teaching writing intensive (WI) designated courses, will discuss how to integrate specific instruction addressing the elements of writing assessed in our rubric, and modify the curriculum to ensure that students get additional exposure to, and practice with, the components of written communication. Specific approaches that will be explored include developing an orientation and training module for all WI instructors to complete at the beginning of each semester to develop their writing instruction skills and to calibrate faculty evaluation of student writing skills to ensure students not meeting the WI standards are required to retake WI courses until they develop the minimum skill level. Also, faculty will review the curriculum of the core business communications

course (BUSI 3312) and consider updating the curriculum to be sure all programs include a required WI course.

ORAL COMMUNICATION

Prior to the start of the Fall 2021 semester, the undergraduate program coordinators and faculty teaching the core business communications course (BUSI 3312) will discuss how to integrate specific instruction addressing the elements of oral communication assessed in our rubric and modify the curriculum to ensure that students get additional exposure to, and practice with, the components of oral communication.

IMPLEMENTATION NOTES:

A critical thinking module was created to give additional support to students in this area. The module was placed in the Canvas Commons and is available for faculty members teaching courses with critical thinking components to upload to their classes.

WI Training sessions were held to prior to required faculty meetings. These sessions were highly attended by faculty teaching WI courses.

2021-22

ETHICS

The Primary strategies identified:

1. Develop a teaching module for Commons

2. Develop case studies to practice the concept

3. Reexamine the Sustainability Maps and make sure the student learning identified in the mapped courses are actually being taught. Make sure each professor/instructor is aware of the requirements.

4. Re-implement the policy of identifying the AOL course requirements in the syllabus

GLOBAL

1. Global Canvas Module
2. International Business Canvas shell with critical content
    a. mandating chapters for faculty teaching the course
3. Better Communication & Ownership
    a. Inform students early in COB what they are expected to know upon graduation
    b. Inform faculty of the outcomes, student performance, and encourage ownership of improvement

TECHNOLOGY

To improve student learning related to the "Demonstrates an ability to navigate and utilize features of software" outcome were:

1. Emphasize use of Excel in BCIS 1305. Business Computer Applications (Lead: Tara Whitson)
2. Incorporate Excel into BUSI 2311. Business Statistics (Lead: Joe Dummar)
3. Emphasize use of Excel in BCIS 4350. Management Information Systems (Lead: Art Dearing)
4. .Incorporate Excel into BUSI 4359. Business Strategy (Lead: David Cavazos)

IMPLEMENTATION NOTES:

These action plan items are still in the development stage. Once completed, implementation is scheduled for the upcoming academic year.