

Report to the Curriculum Committee

Results of the Faculty Survey On Core Courses

By

Karen Smith
And
John Ross

December 13, 2003

The members of the Curriculum Committee wish to thank those many faculty that took the time to respond to this survey. Your input is critical to the development and revision of the common core to help insure excellence in our undergraduate program. Our challenge is to collaboratively revolutionize innovative opportunities while continuing to interactively utilize timely intellectual capital to meet our students needs. It is through efforts such as these that the faculty will lead the College of Business through continuous improvement efforts and maintain the most current and forward looking programs.

Methodology

The Curriculum Committee appointed a sub-committee of Karen Smith and John Ross to revise the previously employed faculty core course survey, distribute the survey and analyze the responses. The survey instrument was revised to maintain consistency with prior surveys and at the same time to reflect the current thinking and terminology consistent with AACSB. The

final instrument (see Appendix A) was the result of several revisions in conjunction with the full Curriculum Committee. Surveys were given to the Department Chairs within the College of Business for distribution to participating faculty with a two-week response deadline. Department Chairs were not given questionnaires as they have separate input through the College of Business Council. A total of 74 questionnaires were initially distributed, and then three additional questionnaires were distributed to misidentified faculty (see Dr. John McGee). Of the questionnaires distributed, 63 were returned for a response rate of 81.8%. The presentation of this report is in two parts: analysis of qualitative and qualitative responses and recommendations.

Results

There were a total of twelve questions on the questionnaire, composed of both fixed-response scales and open-ended questions to gain further insight into faculty perceptions regarding the core courses. The questions addressed the impact of lower-level core courses on upper-level courses, the value and effectiveness of core courses in preparing students for upper-level courses and the BBA degree, and whether the number and content of core courses should be changed. Responses to scales were summed (yes/no questions) or averaged (1-5 scales). Responses open-ended questions were content analyzed, so that similar responses could be grouped together. Responses in their entirety can be found in Appendix C.

Response rates varied by department: 13 (100%) from Accounting, 20 (95%) from Finance/Economics, 9 (45%) from Management, 8 (73%) from Marketing, 11 (77%) from CIS/QMST, and 2 unidentified. Because participation varied by department, results were averaged by department (unidentified were dropped from the analysis) and then combined (added or averaged). Results are presented by department and for the CBA as a whole.

Analysis of Responses

Question #1. Please indicate the course numbers of the courses you teach on a regular basis.

Of the 63 faculty responding, 5 teach lower-level courses, 31 teach upper-level, 18 teach both, and the remainder did not identify the courses they teach.

Question #2. For faculty teaching upper-division courses: which of the following lower division core courses impact the courses that you teach?

Percentage of Upper-Level Courses Impacted by
Lower-Level Core Courses

	MgtEco/Fin		Acc	Mkt	CIS	CBA
CIS1323	89%	50%	69%	63%	91%	72%
ACC 2361	33%	50%	77%	50%	27%	48%
ACC 2362	44%	20%	62%	50%	27%	41%
QMST 2333	56%	65%	23%	50%	55%	50%
ECON 2314	33%	85%	8%	75%	9%	42%
ECON 2315	44%	80%	8%	50%	9%	38%
BLAW 2361	44%	35%	8%	25%	18%	26%

As indicated in the table above, lower-level core courses were perceived by faculty to have a significant impact on the upper-level courses they teach, impacting between 26% (Blaw 2361) and 72% (CIS 1323) of CBA courses. CIS 1323 was perceived as the course that had the most impact on upper-level courses, impacting between 50% (Eco/Fin) and 91% (CIS) of courses, for an overall

impact on 72% of all CBA courses in the survey. The course with the second largest impact was QMST 2333, which ranged between 23% (Acc) and 65% (Eco/Fin), for an overall CBA average of 50%. Other lower-level core courses impacted on less than 50% of CBA upper-level courses: Acc 2361 (48%), Eco 2314 (42%), Acc 2362 (41%), Eco 2315 (38%), and Blaw 2361 (26%).

Analyzing results by department, management courses are most impacted by lower-level core courses as a whole, followed by marketing. The other departments are strongly impacted by some courses, but not others. Eco/Fin is primarily impacted by Eco 2314/2315 and QMST 2333. Accounting is most impacted by CIS 1323 and Acc 2361/2362. CIS 1323 and QMST 2333 have the largest impact on CIS courses.

Question #3. On a scale from 1 to 5, which of these lower division core courses do you consider effective in preparing your students for your upper level course?

Courses listed: CIS 1323(Computer. Apps), ACC 2361(Financial), ACC 2362(Managerial), QMST 2333(Statistics), ECON 2314(Micro), ECON 2315(Macro), BLAW 2361

Perceived Effectiveness of Lower-Level Core Courses
in Preparing Students for Upper-Level Courses

	MgtEco/Fin		Acc	Mkt	CIS	CBA
CIS1323	4.25	2.93	3.10	4.29	4.50	3.81
ACC 2361	3.33	3.31	4.40	4.50	3.60	3.83
ACC 2362	3.40	2.90	4.22	4.50	3.60	3.72
QMST 2333	3.50	3.07	4.25	4.40	4.00	3.84
ECON 2314	3.25	4.35	2.50	4.67	3.33	3.62
ECON 2315	3.40	4.25	2.50	4.33	3.33	3.56
BLAW 2361	3.40	3.62	2.40	3.75	3.50	3.33

In general, lower-level core courses are perceived as effective, as indicated by CBA averages of 3.33 or better for all courses.

However, perceptions of effectiveness varied by department. On average, Eco/Fin faculty rated CIS 1323 (2.93) and Acc 2362 (2.90) below 3 in effectiveness. The accounting faculty rated Eco 2314 (2.50), Eco 2315 (2.50), and Blaw 2361 (2.40) below 3 in effectiveness.

For any you believe ineffective (1 or 2) please explain why: There were a total of 24 comments on this question.

Open ended responses mentioned most often CIS 1323 or students' inability to use Excel a total of 11 separate incidences. Typical comments were that students were not able to use excel above

simple formulas. The second most mentioned course (6 times) was QMST 2333 and concerned students' ability to remember and/or apply statistical concepts. The third most common response was ACC 2361 and concerned students' understanding of balance sheets and income statements or students' insufficient analytical ability.

Other courses were generally mentioned as not having relevance to specific upper division courses. This does not mean the courses were ineffective, just not perceived as relevant to their course.

Question #4. How valuable do you believe each course is in contributing to business skills that each student should possess upon graduating with the BBA degree?

Courses listed: CIS 1323(Computer. Apps), ACC 2361(Financial), ACC 2362(Managerial), QMST 2333(Statistics), ECON 2314(Micro), ECON 2315(Macro), BLAW 2361, IT Component –Currently CIS 3370(MIS) Or CIS 3317(IT Global) Or CIS 4348(Data Comm.), ECON advanced elective, FIN 3312(Finance), MKT 3343(Marketing), MGT3303(Management), MGT 3353(BComm.), MGT 4335(Strategic Mgt.), Quantitative Component-Currently QMST 4333(Intermediate Stats.) Or MGT 4330(POM)

Perceived Value of CBA Core Courses in
Contributing to Business Skills of Students

	MgtEco/Fin		Acc	Mkt	CIS	CBA
CIS1323	4.56	4.22	4.23	5.00	4.82	4.57
ACC 2361	4.38	4.47	4.77	4.88	4.45	4.59
ACC 2362	4.38	4.33	4.69	5.00	4.55	4.59
QMST 2333	4.44	4.37	3.92	5.00	4.73	4.49
ECON 2314	4.38	4.68	4.00	4.75	3.90	4.34
ECON 2315	4.63	4.68	4.08	4.50	4.00	4.38
BLAW 2361	4.33	4.28	4.23	4.63	4.00	4.29
IT	3.83	3.73	3.67	4.80	4.18	4.04
Econ Adv.	3.33	4.50	2.25	2.67	1.75	2.90
Fin 3312	4.38	4.68	4.46	5.00	4.27	4.56
MKT 3343	4.44	4.13	3.83	5.00	4.09	4.30
MGT 3303	4.44	4.00	4.00	4.75	3.91	4.22
MGT 3353	4.78	3.94	3.45	4.75	4.27	4.24
MGT 4335	4.56	4.13	3.75	4.63	4.36	4.28
Quant.	4.13	3.60	3.10	4.00	4.20	3.81

Fourteen of the fifteen core courses were rated as very valuable, as indicated by the average CBA ratings of 3.81 or better. In addition, average ratings by department were 3.10 or better for each of the fourteen courses.

Econ Adv. was the only core course perceived to be low in value, with an average CBA rating of 2.90. Econ Adv. was rated as highly valuable (4.50) by Eco/Fin faculty and moderately valuable (3.33) by Management faculty, but low in value by Marketing (2.67), Accounting (2.25), and CIS (1.75).

The only other course that received only a moderate average rating by one or more departments was Quant., which was rated 3.10 by Acc.

For any you believe Not Valuable (1 or 2) please explain why:
There were 30 comments on this question.

Open ended responses mentioned most often the Advanced Economic elective as not valuable 16 times. Most seemed to indicate that they did not see the need for an additional economics course or indicated the hours should be returned to the departments.

The second most mentioned (5 times) was MGT 3353 (BCOMM). Comments revolved around the need for increased technical writing skills, rather than skills in writing memos and resumes.

MGT 3303 and the QUANT Component were each mentioned 4 times. The former was regarded as not focused enough and the latter as too specific.

Courses mentioned three times each were the IT Component (too specific) and CIS 1323 (no longer needed, not covering spreadsheets enough).

Other comments covered a wide range of courses. Please see Appendix for all responses.

Question # 5. There are currently 15 required business courses (45 hours) in the common core for the BBA. Do you believe the core should include more or less hours?

Perceptions of Changes Needed in the
Number of Core Courses

	MgtEco/Fin	Acc	Mkt	CIS	CBA
More courses	0	3	1	0	5
Fewer courses	2	2	5	4	7

More faculty believed that the number of core courses should be reduced (20) than increased (5). Faculty favoring a decrease recommended an average reduction of one course (three hours). The five faculty members favoring an increase in core courses recommended an average of two additional courses (six hours).

Question # 6. Can you think of any courses that in your opinion should be added to the common core? Explain.

There were 17 comments on this question. Responses were again wide ranging from leadership to graphic design. Most mentioned were an international business course (mentioned 5 times as language, business, marketing, finance, economics, and internship) and a course in business intelligence (2 times). Please see Appendix C for a complete list of all courses mentioned.

Question #7. Can you think of any courses that should be deleted from the common core? Explain.

There were 27 comments on this question. The course most chosen for deletion from the business core was the Advanced Economics Elective (mentioned 20 times). Generally, comments concerned the relevance of the advance economics course for the students major or the multiplicity of course choices.

The second most chosen was the QUANT Component (mentioned 5 times) with the single comment to return the hours to the department.

Other courses mentioned twice each for deletion from the core was MGT 3353, CIS 3370, and CIS 1323. Please see Appendix C for a complete list of comments.

Question #8. Can you think of any course substitutions that could be made in the common core? Explain.

There were 12 comments on this question. The substitution of FIN 3316 for the IT/QUANT Component was mentioned most often (3 times). Another comment suggested economics in place of intermediate statistics or POM for finance & economics majors.

Other comments concerned BCOMM moved to English or as a sophomore level course (2 comments), more practical applications in CIS (2 comments), and one comment each for business intelligence for IT Component and basic course in personal finance.

Question #9. Please rate the skills that students entering your course possess:

Skills of Students Entering Business Courses

	Mgt	Eco/Fin	Acc	Mkt	CIS	CBA
Written	3.00	2.63	2.42	2.50	3.00	2.71
Oral	3.56	3.06	3.09	3.88	2.88	3.29
Critical Thinking	2.56	2.85	2.58	2.88	2.55	2.68
Team	3.11	3.00	3.00	3.38	2.56	3.01
Leadership	3.00	3.00	2.90	3.43	2.44	2.95
Information Technology	3.22	3.11	2.92	3.88	3.27	3.28
Quantitative (math, stat., etc.)	2.78	2.63	2.36	3.13	2.45	2.67

Overall, students were rated below average (3.0) in written communications, critical thinking, leadership, and quantitative skills. All departments rated students at or below 3.0 in written communications and critical thinking; all but one department (Mkt) rated students below 3.0 in quantitative skills; and all but one department (Mkt) rated students at or below 3.0 in leadership skills.

Question #10. How important do you believe the following skills are for students to be successful in your course?

	Mgt	Eco/Fin	Acc	Mkt	CIS	CBA
Written	4.67	3.90	3.69	4.63	4.36	4.25
Oral	4.44	3.55	3.38	4.38	3.45	3.84
Critical Thinking	4.89	4.90	4.23	4.88	4.91	4.76
Team	4.00	2.80	2.54	4.50	3.73	3.51
Leadership	3.78	2.40	2.58	4.38	3.36	3.30
Information Technology	4.33	3.70	4.08	4.25	4.82	4.24
Quantitative	4.00	3.85	4.08	3.75	4.09	3.95

Global	3.67	3.75	2.69	3.13	3.73	3.39
Diversity	3.56	2.95	2.00	3.38	2.64	2.90
Ethics	4.67	3.95	4.31	4.38	3.73	4.21
Professionalism	4.78	3.75	4.15	4.75	4.09	4.30

Overall, critical thinking was rated highest in importance (4.76), followed by professionalism (4.30), written communications (4.25), information technology (4.24), ethics (4.21), quantitative skills (3.95), and oral communications (3.84). Skills rated as moderately important were team skills (3.51), global issues (3.39), and leadership (3.30). Diversity was rated relatively low in importance (2.90). While departments varied in their ratings of each skill, the greatest differences among departments were for team skills, leadership skills, and Diversity. The importance of team skills were lowest for Acc (2.54) and Eco/Fin (2.80), compared to ratings of 3.51 or greater for the other departments. Similarly, leadership skills received low ratings by Eco/Fin (2.40) and Acc (2.58), compared to 3.30 or greater for the rest of the departments. Diversity was rated below 3.0 in importance by Acc, CIS, and Eco/Fin, whereas ratings were above 3.0 for Mgt and Mkt. The variation in ratings reflects the different priorities placed on specific business skills by different disciplines.

Question 10 included an “Other” category. There were a total of 5 comments on this question.

Each of the following skills was mentioned once: golf for networking, professionalism, abstract reasoning, appearance, taking notes and outlining, respect, and responsibility.

Question #11 Can you think of other skills, abilities or competencies that would better prepare students for the BBA? Please describe.

There were a total of 20 comments on this question. The improvement of written communications was most often mentioned (5 times) and ability to communicate was mentioned once.

The ability to solve problems was mentioned twice, as was project management.

Other skills included language and global business, spreadsheets, internet and world wide web, how to study, enhanced electronic communication among group members, working in teams, and business intelligence.

Question #12 Can you think of a course(s) that would better expose business students to these skills and competencies you listed above? Please describe.

There were a total of 17 comments on this question. This question generated a cornucopia of individual course suggestions. Although not specific, a course in additional writing skill was suggested the most (3 times). Other suggested courses include economics electives, internships, individual and group communications, risk management, and business intelligence.

The final space on the questionnaire was for additional comments. Please use the space below for additional comments. There were a total of 17 comments on this question.

Although there was quite a bit of difference between responses, analysis indicated that three responses addressed the variance in

the quality of the instruction of the classes rather than the content, while three other responses were about the poor attitudes of the students toward education. Two responses concerned the survey itself and will be considered by the Curriculum Committee, and two additional responses concerned the need for an understanding of economics. Also mentioned was the consideration to raise the quantitative standards of entering students and another to better prepare students for post University life.

Recommendations:

Based on the responses from the faculty survey, the Curriculum Committee makes the following recommendations:

1. That the Advanced Economics elective be eliminated from the core.
2. That the QUANT Component be eliminated from the core.
3. That CIS 1323 be revised to reflect the concerns of the faculty (e.g., more advanced applications of Excel).
4. That MGT 3353 be revised in light of the faculty requests for increased technical writing and oral presentation skills.

Appendix A
Cover Letter and Survey Instrument

To: Faculty, College of Business

From: Roy Martin
Chair, Curriculum Committee

Subject: Possible changes in Business Core

Every three years the College of Business, through the Curriculum Committee, surveys the faculty to determine your perceptions of the common core for our students. Since the last survey there have been changes to the core and much discussion among faculty. Additionally, as we move towards reaccreditation this helps show that the faculty are driving the curriculum.

We need to find out what you think about the common core so that we, the Curriculum Committee, can make informed recommendation. Won't you please help us by filling out the attached survey? It's only through participation that your voice can become part of these important deliberations that impact all of our students and faculty.

On behalf of the Curriculum Committee I want to thank you for your time and consideration in filling out the survey. Please return the survey to your department chair by Friday, November 14, 2003.

PLEASE RETURN TO YOUR CHAIR BY FRIDAY, NOVEBER

COLLEGE OF BUSINESS CURRICULUM COMMITTEE FACULTY SURVEY – CORE COURSES

Please answer the following questions based on your assessments related to the courses you teach and your perceptions of the BBA curriculum as a whole. Your answers will be completely confidential.

1. Please indicate the course numbers of the courses you teach on a regular basis:

I teach graduate level courses only ____ (Go to Question #4)

Discipline	Lower Level	Upper Level
ACC		
BLAW		
CIS		
ECON		

Discipline	Lower Level	Upper Level
FIN		
MGMT		
MKT		
QMST		

2. For faculty teaching upper division courses: which of the following lower division core courses impact the courses that you teach? Check all that apply:

_____ N/A - I do not teach upper division courses (Go to Question #4)

_____ CIS 1323(Computer Apps) _____ ECON
2314(Micro)

_____ ACC 2361(Financial) _____ ECON
2315(Macro)

_____ ACC 2362(Managerial) _____ BLAW
2361

_____ QMST 2333(Statistics)

3. On a scale from 1 to 5, which of these lower division core courses do you consider effective in preparing your students for your upper level course?

Effective ----- Ineffective

CIS 1323(Computer. Apps)	5	4	3	2	1	N/A
ACC 2361(Financial)	5	4	3	2	1	N/A
ACC 2362(Managerial)	5	4	3	2	1	N/A
QMST 2333(Statistics)	5	4	3	2	1	N/A
ECON 2314(Micro)	5	4	3	2	1	N/A
ECON 2315(Macro)	5	4	3	2	1	N/A
BLAW 2361	5	4	3	2	1	N/A

For any you believe Ineffective (1 or 2) please explain why:

4. How valuable do you believe each course is in contributing to business skills that each student should possess upon graduating with the BBA degree?

	Valuable			Not Valuable	
CIS 1323(Computer. Apps)	5	4	3	2	1
Don't Know					
ACC 2361(Financial)	5	4	3	2	1
Don't Know					

ACC 2362(Managerial) Don't Know	5	4	3	2	1
QMST 2333(Statistics) Don't Know	5	4	3	2	1
ECON 2314(Micro) Don't Know	5	4	3	2	1
ECON 2315(Macro) Don't Know	5	4	3	2	1
BLAW 2361 Don't Know	5	4	3	2	1
IT Component -Currently Don't Know	5	4	3	2	1
CIS 3370(MIS) Or CIS 3317(IT Global) Or CIS 4348(Data Comm.)					
ECON advanced elective Don't Know	5	4	3	2	1
FIN 3312(Finance) Don't Know	5	4	3	2	1
MKT 3343(Marketing) Don't Know	5	4	3	2	1
MGT 3303(Management) Don't Know	5	4	3	2	1
MGT 3353(BComm.) Don't Know	5	4	3	2	1
MGT 4335(Strategic Mgt.) Don't Know	5	4	3	2	1
Quantitative Component-Currently Don't Know	5	4	3	2	1
QMST 4333(Intermediate Stats.) Or MGT 4330(POM)					

For any you believe Not Valuable (1 or 2) please explain why:_____

5. There are currently 15 required business courses (45 hours) in the common core for the BBA. Do you believe the core should include:
- a. more required hours? No ____ Yes ____ How many more hours? ____
 - b. fewer required hours? No ____ Yes ____ How many less hours? ____

6. Can you think of any courses that in your opinion should be added to the common core? Explain. (See Question #4 for a complete list of core courses.)

7. Can you think of any courses that should be deleted from the common core? Explain.

8. Can you think of any course substitutions that could be made in the common core? Explain.

9. Please rate the skills that students entering your course possess:

	Excellent				Poor	
	5	4	3	2	1	Not
Written Communications observed						
Oral Communications observed						
Critical Thinking observed						

Team Skills observed	5	4	3	2	1	Not
Leadership Skills observed	5	4	3	2	1	Not
Information Technology observed	5	4	3	2	1	Not
Quantitative Skills (math, stat., etc.) Not observed	5	4	3	2	1	

10. How important do you believe the following skills are for students to be successful in your course?

	Critical			Not important		
Written Communications	5	4	3	2	1	
Oral Communications	5	4	3	2	1	
Critical Thinking	5	4	3	2	1	
Team Skills	5	4	3	2	1	
Leadership Skills	5	4	3	2	1	
Information Technology	5	4	3	2	1	
Quantitative Skills	5	4	3	2	1	
Global Issues	5	4	3	2	1	
Diversity Issues	5	4	3	2	1	
Ethics	5	4	3	2	1	
Professionalism	5	4	3	2	1	
Other (Identify) _____		5	4	3	2	1

11. Can you think of other skills, abilities or competencies that would better prepare students for the BBA? Please describe.

12. Can you think of a course(s) that would better expose business students to these skills and competencies you listed above? Please describe.

Please use the space below for additional comments.

Please return your survey to your department chair. Thank you.

Appendix C

Responses to Open Ended Questions

Question # 3 For any you believe Ineffective (1 or 2) please explain why:

* If comment did not mention one or more specific courses, I have included those rated low at the beginning of the statement.

Courses are probably doing a good job. Length of time between lower courses and my course – students do not remember.

(CIS 1323) I don't know that being able to write computer code will prepare them for a job unless it is in IT. They need to know what is require but they get that form CIS 3370.

To the extent that economic theory, esp. cost-benefit analysis, plays a role in judicial decision making, economics would effect business law and students preparation for it – otherwise I simply don't know.

CIS 1323 does not cover concepts (spreadsheets) sufficiently to be effective in my courses. Students can generally add columns or multiply numbers, but they aren't proficient in working with more complex formulas or designing spreadsheets to address more sophisticated problems. The course appears to effectively address other topics - word processing and presentations.

Please!! These are perceptions, not criticisms. CIS 1323 – Students do not seem to acquire a new level of skill with excel. ACC 2361 – Students seem non-conversant in concepts form financial analysis/statements. QMST 2333 – Students do not “internalize” stat concepts; they claim to know nothing of p-values, F-statistics or the meaning of t-stats in a regression.

(CIS 1323, ACC 2361&2362, QMST 2333) Maybe because 70% of our students are transfer – but they can't use spreadsheets, they don't know what is on a balance sheet or an income statement and through a statistical formula at them – forget about it! They do remember $mc=mr!$ BLAW is not a prerequisite for any upper level business courses, except 3362 (BLAW).

(ACC 2361&2362, BLAW 2361) They don't need to know accounting or BLAW to succeed in my upper division economics course.

In upper level law we don't utilize the quant skills learned in acc & stat.

(CIS 1323) Students do not know how to use excel!

(CIS 1323) I think the CIS is taken too early, or rather not applied enough between the time they take it and the time I get them. They've forgotten.

(QMST 2333) Many students don't understand even the basics of statistics. I have to re-train them standard deviation, etc..

(CIS 1323, ACC 2362, QMST 2333, BLAW 2361) Neither ECO 3317 or 3320 require any knowledge of business law, statistics, or managerial accounting. Financial accounting and computer apps. are useful, though not essential for both courses.

CIS 1323 - not enough rigor in teaching "Excel".

(ECON 2314&2315, BLAW 2361) Little or no application to material in Acct. 3312

(Econ 2314, 2315) Info. Taught is not directly related to course (as compared to the other courses listed).

(Econ 2314,2315 BLAW 2361) Not relevant to topics covered.

CIS 1323 not rigorous enough.

(CIS 1323) I no longer think the students need a computer literacy course. I think the 3 hours could be better utilized elsewhere.

(QMST 2333) I don't know if students don't remember their stats.

(ACC 2361&2362, QMST 2333) Lacking in math/analytical skills. Students are not at all managing their time to study/prepare for class or to prepare assignments with any degree of authentic and/or unique pride.

(CIS 1323) CIS Some students do not have adequate knowledge of MS office products.

(BLAW 2361) Not so relevant.

N/A not aware of what's taught, nor do I want to be.

(ECON 2314&2315) Info. Taught is not directly related to course (as compared to the other courses listed).

(ECON 2314&2315, BLAW 2361) Not relevant to topics covered.

Question #4 For any you believe Not Valuable (1 or 2) please explain why:

* If comment did not mention one or more specific courses, I have included those rated low at the beginning of the statement.

(IT Component, ECON advanced elective) Students would be better served by being allowed to choose from a wider range of advanced business electives, rather than specifying “advanced IT or eco. Elective” – different students have different needs, interest, etc...

MGT. 3353 is a class on how to write memos. It could be taught in 15 min. by a good admin. Assistant.

Again, as a blaw prof. I have know way of assessing the value of other courses – as useless as it probably sounds, however, my impression is that all of these courses have at lease some value.

IT – component – specialized; not a general business skill. Quant – component - ditto

CIS 1323 is not in depth enough to provide any skills. BLAW is not a prerequisite for any non-BLAW business class. IT does nothing – needs application. BCOM 3353 should be a technical writing course – not a resume course. POM is a specialized course and should be ____ ____ for those going into production and logistics.

ACC 2362 - Elective – need for corp. assessment.

Not sure 4335 really integrates all the disciplines.

It's very important that students have a good knowledge of spreadsheets. I don't know if they're getting that from CIS. My students are not typically very good at them.

(MGT 3303, MGT 3353) This is a poorly worded question. Do you mean how valuable they are (i.e., how much is learned) or how valuable they could potentially be?

(ECON 2314&2315, ECON advanced elective) Little seems to be gained as far as a contribution to a common set of business skills.

(ECON advanced elective) Course not necessary considering limited flexibility in program.

(ECON advanced elective, Quantitative Component) I think the importance of each of these will vary by major.

(MGT 3353) Technical writing component seems to be missed.

CIS 1323 not needed any longer. Eco adv elective uses up 3 hours that are better utilized elsewhere. I'm not sure that BCOM is teaching our students much – may need to be moved to English, = technical writing. Quant should go back to depts.

(Quantitative Component) An advanced quantitative course seems less helpful than certain other, more applicable, courses.

(ECON advanced elective, Quantitative Component) The advanced economic elective; knowledge skills very significantly based on the course. The basic economic skills are covered in Econ. 2314 & 2315.

Don't know: 1. no communications between departments. 2. no evidence provided by enlightened students.

MGT 4335 is not a business capstone. It's a mgt/mkt. Capstone. CIS, etc. barely mentioned.

(MGT 3303) in some sections students are not learning basic concepts.

(ECON 2314&2315, ECON advanced elective) How advanced eco. is valuable when they take one out of 15 courses.

(BLAW 2361, ECON advanced elective, MKT 3343, MGT 3303)
Unless the individual is majoring in that area, the knowledge gained in the course is “short”- term memory. Useful, yet not very valuable.

(ECON advanced elective) I just don't believe our students need 3 econ. Courses – They hardly need 2. There must be something better – more useful for the students.

MGT 3303 – simply too vague & scattered. A course in HR would be better. ECON elective – don't know what they teach.
Obviously there is no 1 set of skills econ assumes mandatory.

(ECON advanced elective) We don't need an advanced eco.
Elective – give the 3 hrs. back to the major.

I fail to see how a third course in economics is that beneficial to Acct, CIS or MKT majors. May be HR track in management, Finance may benefit.

(ECON advanced elective) Hours can be used for some other skill set, driven by department.

(ECON advanced elective) I think 2 classes in economics is sufficient.

(ECON advanced elective) Get rid of advanced economics elective! Simply not useful beyond the 2 required (macro/micro) econ courses.

(ECON advanced elective) I believe econ should be an elective not a required course.

(ACC 2362) Elective need for corp. assessment.

Question # 6 Can you think of any courses that in your opinion should be added to the common core? Explain. (See Question #4 for a complete list of core courses.)

I think there needs to be a course on leadership as part o the business degree. Leadership is different form management. It is taught by the communications department. I think it needs to be taught with a business focus.

Core should be a minimum of ____ basic courses – departments should be control remainder of offerings.

I think business majors should have spreadsheet training. I would include one spreadsheet and quantitative class in the common core courses.

International & language Internships.

I'd like to see the curriculum for CIS 1323 and QMST 2333 be revised, but no additions are necessary.

Each department should have a writing course required for all majors in the department, and which should be co-taught by a writing instructor. I don't believe the current system of writing-intensive courses in effective, as it requires too much of a single instructor.

No!

International finance/ international economics

QMST 4333 as a required rather than optional.

Change the way IT component is handled. This does not add hrs, but will make the “one best” course choice standard for all business Students.

A junior level course that integrates CIS 1323; eco 2314 & 2315; qmst 2333; & fin 3312.

Replace CIS 3370.

Remove the advanced econ elective.

I think a course in business data analysis or business intelligence could replace the required IT component provided it includes the use of appropriate software tools. In my opinion, every business student should be required to take a course in business process design – e.g. systems analysis.

Probably business intelligence research.

Business Intelligence
International (Marketing or Business)

Make sure that students have exposure to a graphics/design component of “computer applications.” If add one – more on oral communications.

Question #7 Can you think of any courses that should be deleted from the common core? Explain.

I would not eliminate MGT 3353 but I would change the focus. Students need to be able to write and speak but that course does not train them to do either.

Computer apps needs to be “beefed up” – BLAW, IT, & Quant component. BCOMM needs to be ____.

Managerial acc - elective

Quant component should be removed from core & each dept. should require a quant elective.

Advanced economics.

Econ. – advance elective

From the feedback I've received from my students, it seems that the advanced econ, the strategic mgt, and/or the quantitative component courses are less useful for some majors, so should be considered for elimination.

Adv. Econ. – too many different choices & micro & macro should be sufficient.

CIS 1323- Eco adv Elective – MGT 3353 – Quant.

1. Upper level economics course. Again, the basic skills are taught in 2314 & 2315.
2. MGT 3353. Every course should apply written communications skills to the discipline.
3. CIS 1323. Most students are learning these basic skills prior to joining college.

The advanced econ. Elective. Accounting is very short of electives, that course (select from a group) does not further our degree. It is basically a “full employment” for econ. Professors. No student has ever expressed satisfaction with or value gain from the “course.”

Since majors require some kind of systems course within majors, do non-CIS majors need second course?

Advanced econ elective – it is a joke, students learn nothing – ask them!

Any courses that have multiple possibilities to fulfill the requirements aren't core.

Give flexibility to departments & students.

a. delete options for IT component & quant component.

b. Drop econ adv elective from core.

Upper econ elective may be removed as students get economics background in Micro & Macro. These 3 hours can be left as elective hours that would allow students to take business elective that is of interest to them. Thus we can allow substitutions for upper econ elective if it is left in the core.

CIS 3370 – too vague & material is not relevant.

Eco elect – just doesn't make sense; mgt option within this elective really makes on sense.

Adv. Eco.

Econ advance elective - maybe

Remove the advanced econ elective. Let the student choose a business source that fits his/her interests.

Yes, Adv. Econ elective and Quant Component (POM, QMST 2333)

Probably advanced economic elective.

Adv. Econ Elective

Upper level econ elective – I think the 2 basic courses are sufficient and students would benefit from taking another class in their major.

Yes. Adv eco elective – I believe the core should be made up of specific courses w/specific objectives. Just any econ course doesn't cut it.

Get rid of advanced economics elective.

Upper division econ elective or at least provide a choice for students.

Question #8 Can you think of any course substitutions that could be made in the common core? Explain.

Perhaps a basic personal finance course – many of these students don't know the first thing about the most basic things!

FIN 3316 could be offered as an option within the IT component.

Fin 3316 for IT component.

For finance and economics majors, I think an introductory economics course would help them more in place of intermediate statistics or POM.

FIN 3316 should be included as choice in quantitative component.

Bus Comm should probably be moved to English with emphasis on tech writing.

Our students deserve to have some electives. Keep the core small (36-39 hrs.) & allow students to have electives.

The CIS (now 3) core courses needs to provide more than definitions & history of IT. Needs to have some skills – advanced excel, database, etc.

More hands on computer applications – every business student should be literate in business applications – they are not!

Be sure and stress presentation skills in BComm.

Business intelligence for IT component systems analysis to be added to the core.

Maybe business comm. at sophomore level.

Maybe MIS s/b required instead of choices.

#10 Other.

Golf. I am serious. Many business outings include golf and it is a great networking tool.

Professionalism – I have no idea what this means.

Abstract problem solving

Appearance, social skills

Learn to take notes!! Learn to outline on own: to think on own.
Learn respect and responsibility.

Question #11 Can you think of other skills, abilities or competencies that would better prepare students for the BBA? Please describe.

Students generally have poor writing skills. They typically struggle with basic grammar, organization, and the ability to support ideas with evidence. It is extremely hard in one semester of 3353 to teach developmental skills and business content writing.

I think project management skills would be useful. Companies use to hire sales people as entry level but most don't any more. Project mgt. skills could help them get the first job.

Like others, I wish more emphasis could be placed on writing skills, but our increasing large classes make that difficult if not impossible in some cases.

No, but better math preparation is critical. Total dependency on calculators destroy an understanding of math. Teach students to be inquisitive and explore a web page w/o specific instructions. Less emphasis on memorizing – more on thinking & putting 2&2 together.

Well, if professional means being disciplined – to ____ seem to retain junior high behavior patterns.

More writing - essay exams

Language and global business.

It should be clear from the above; I think the business school needs to devote more effort to improving the written communications skills of its majors. Other than that, I have no other suggested improvements.

Stronger spreadsheet skills

Integrating the internet & www with IT & Bus Communications for effect business analysis & reporting.

Study skills. (Library) research skills, classroom etiquette.

More electronic (non face-to-face) group work.

More team work, more work on professionalism (following instructions, being in class,, not leaving class or being late, Etc.)

Ability to communicate well and work as a team.

Ability to put together al the information & basic skills to process the information & strong ability to make wise decision based on the information under uncertainty.

Ability to logically analyze a problem & arrive at a design solution. Use of IT in business decision making – especially ion a group environment. Need strong Acc & Fin analysis skills.

Focus somehow on written skills. The students cannot even write a paragraph without mistakes. How to accomplish this? Who knows? It goes back to a poor elementary /high school education.

Business intelligence and how to harvest it.

Higher education across the country is witnessing a decline (almost across) the board in skills cited in #10!

Project management.

Question #12 Can you think of a course(s) that would better expose business students to these skills and competencies you listed above? Please describe.

Unfortunately it is beyond our ability to address from a curriculum standpoint, i.e., there is room in our structure to add another course. We need to discuss other ways to handle the problem.

There are parts of project mgt. in MGT 3303, CIS 3370, & MGT 4330 but it might take a more focused approach to be effective.

Economic electives demand those skills listed above, but at the same time, by their nature those electives give students time to develop. In this process their understanding becomes clearer on the current business and ethical issues facing us all.

No courses, but parents, faculty, administrators and society in general are responsible for deteriorating quality finished products.

Stronger internships available. Bilingual

Incorporate business etiquette into a class (including business etiquette dinner!)

A course that focuses mainly on improving students writing skills, as described above.

English dept. may provide a good alternative to teaching written communication skills than a BComm. Course.

1. Individual and group communications: (a. process, b. channels/barriers, c. briefings, d. prof reading, e. writing, f. listening, g. logical thinking, h. creative thinking, i. Interviewing, j. group communications.)
2. IT; personal computing & integration techniques. (a. processing internal & external data sources, b. problem recognition/solving, c. data analysis tools/techniques, d. mgt reporting techniques, e. etc...)

Integrate into existing. Start in CIS 1323.

More project oriented courses that require students to present projects and work as a team.

1. It can be a course that integrates marketing, management, information technology & quantitative methods. For example, risk management.
2. Or, the analytical skills learned in QMST courses are incorporated & enhanced in other upper level non QMST courses.

1. Systems Analysis or a course in Business Process Design
2. Business intelligence/data mining
3. Financial applications using IT

Perhaps we could start an elective course in Business Communication. I know our professors are doing a good job – it begins before that.

Same as above (Business intelligence).

Perhaps a course(s) on: citizenship; character building; how to take notes, study, think.

MGT 4350

Please use the space below for additional comments.

Have these forms returned directly to curr. Committee chair.
Untenured faculty may not be honest if they have to return them to the chair. Chairs should not see the raw data.

Students in general have great difficulty integrating fundamental concepts from each core area. For example, using basic statistics

(averages, percentages, etc.) in an analytical report. Perhaps this is a problem more for the assessment committee than it is for the curriculum folks, but someone needs to address the issue.

I feel a lot of the undergraduates are just putting in their time rather than wanting to learn. It takes a 3.0 to get in the COB but only a 2.2 to get out. If they came in with a 3.0 we are only requiring them to make C's to graduate.

Economics is the basis for a clearer, deeper and more successful understanding of different disciplines of the business degree. More than one econ elective would better prepare our students for the world after graduation.

We need to concentrate on effective teaching rather than “teaching excellence”!

We're screwing around with the core too much. All the courses are currently vital, and a bigger core would be over burdening. We need to concentrate on improving the curriculum within the core – what is taught now in each class.

Perhaps because I teach a writing-intensive course I've become aware of how deficient the average student's writing skills are. I don't think a single writing-intensive course is sufficient for this purpose.

Econ 2314 & 2315 should be considered pre-requisite for the study of business!

Econ advanced elective should remain in the core along with MG, FIN & Quantitative!

Please follow through with changes suggested by this survey.

We might want to consider to raise the requirements of quantitative/math background for the entering students to a higher level.

We need to spend some time on professionalism & career issues as required elements.

I think there is a lot of variation in the quality of instruction. Several prof. do not care about the students & whether they learn. Good students can learn great skills but c students probably aren't learning skills they should.