Undergraduate Curriculum Committee

Fall 2008 Report

by

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Undergraduate Curriculum Committee

• Committee tasked in July 2008 College of Business (COB) Bachelor of Business Administration (BBA) Assessment Plan to “close the loop” by reviewing the following:
  – What parts of the curriculum appear to be functioning well? What evidence does assessment provide?
  – What parts of the curriculum appear not to be functioning well? What evidence does assessment provide?
  – Are the specified learning objectives and our standards (the level of achievement) appropriate for our students and our mission? If not, what changes should be made?
    • What changes should be made in learning objectives? (i.e. what objectives should be dropped or added)
    • Is our assessment methodology yielding results (data) relevant to improving the quality of student’s learning?
    • What have we discovered from the assessment data and what should we do about it?
      Based on the assessment data, what substantive changes in the curriculum are recommended?
In order to close the loop, we reviewed AoL’s measurement of eight subgoals/goals based on data collected from Fall 2006 through Spring 2008. These subgoals and goals were as follows:

• Subgoal 1.1—Students write effectively.
• Subgoal 2.2—Students demonstrate an adequate understanding of and appreciation for diversity including gender, age, ethnicity, and socioeconomic background.
• Goal 4—Students are effective users of information technology.
• Subgoal 5.1—Students can develop an analytical and systematic approach to solving problems.
• Subgoal 5.2—Students can solve problems using statistical data analysis.
• Subgoal 5.4—Students can apply financial decision making skills in solving problems.
• Subgoal 6.1—Students can recognize legal problems.
• Subgoal 6.2—Students can recognize ethical problems.

• Also reviewed, “Goal 3—Students understand how different business disciplines work together to create value for the firm and its owners” even though this was part of the COB former emphasis on integration as accomplished in BUSA 365.
• In toto, there are 6 goals and 14 corresponding subgoals that eventually need to be reviewed by the AoL committee and that we, the Undergraduate Curriculum Committee, eventually need to review to enhance our learning environment.

• Benefits of closing the loop include:
  – Fostering a culture of assessment
  – Fostering scholarship of teaching
  – Create more collegiality
  – Demonstrate effectiveness to stakeholders
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- Types of improvements that could be made based on data reviewed in closing the loop:
  - Addition of new core course
  - Addition of major course
  - Elimination of a course
  - Shift sequence of courses
  - Add course content
  - Add on-line course components
  - Change prerequisites
  - Set new admission standards
  - Establish/revise articulation pacts
  - Change pedagogy
  - Create a program
  - Eliminate a program
Results:

- **Subgoal 1.1**—Students write effectively
  - Assessment is adequate
- **Subgoal 2.2**—Students demonstrate an adequate understanding of and appreciation for diversity including gender, age, ethnicity, and socioeconomic background
  - Assessment is adequate
- **Goal 3**—Students understand how different business disciplines work together to create value for the firm and its owners
  - Assessment is adequate
- **Goal 4**—Students are effective users of information technology
  - Assessment is adequate
- **Subgoal 5.1**—Students can develop an analytical and systematic approach to solving problems
  - Assessment is adequate
Results (continued):

- **Subgoal 5.2**—Students can solve problems using statistical data analysis
  - Assessment is adequate
- **Subgoal 5.4**—Students can apply financial decision making skills in solving problems
  - Assessment is exceptional
- **Subgoal 6.1**—Students can recognize legal problems
  - Assessment is adequate
- **Subgoal 6.2**—Students can recognize ethical problems
  - Assessment is adequate
• General Comments

– We propose that data be collected uniformly in order to better close the loop on identifying trends and student learning and performance. For instance, some data was only collected back in Fall 2007 while several other departments collected data back to Fall 2006.

– We propose that any future changes to departmental minors and options be coordinated with the Undergraduate Curriculum Committee to facilitate the assessment process.

– Thank you.