The committee was primarily tasked with “closing the loop” to complete the review of the AoL assessment of undergraduate core objectives in the July 2008 College of Business (COB) Bachelor of Business Administration (BBA) Assessment Plan. This entailed reviewing nine goals/subgoals identified by the COB AoL Committee for measurement going back to Fall 2006 semester. Please be reminded that assessment is program focused for the COB and not intended to be departmental driven except as a convenience for collecting appropriate data.

More specifically, our committee was tasked to answer the following:

1. What parts of the curriculum appear to be functioning well? What evidence does assessment provide?
2. What parts of the curriculum appear not to be functioning well? What evidence does assessment provide?
3. 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?
   a. What changes should be made in the learning objectives? (i.e., what objectives should be dropped and what objectives should be added?)
   b. Is our assessment methodology yielding results (data) relevant to improving the quality of our students’ learning? If not, what improvements are recommended?
   c. 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?

The eight goals/subgoals identified by the AoL committee and measured by each department in the COB as part of the BBA program assessment were as follows:

1. Subgoal 1.1— Students write effectively.
2. Subgoal 2.2— Students demonstrate an adequate understanding of and appreciation for diversity including gender, age, ethnicity, and socioeconomic background.
3. Goal 4—Students are effective users of information technology.
4. Subgoal 5.1—Students can develop an analytical and systematic approach to solving problems.
5. Subgoal 5.2—Students can solve problems using statistical data analysis.
6. Subgoal 5.4—Students can apply financial decision making skills in solving problems.
7. Subgoal 6.1—Students can recognize legal problems.
8. Subgoal 6.2—Students can recognize ethical problems.
Our committee also assessed “Goal 3—Students understand how different business disciplines work together to create value for the firm and its owners” as part of the former emphasis on “integration” in our core curriculum. This goal was measured with data collected in the former BUSA 365 course.

Altogether, there are six goals and fourteen subgoals that need to be assessed by the COB AoL committee.

The following summary as documented in our committee’s minutes highlights our review of the assessment process relative to each goal/subgoal.

**Goal 1.1.** Assessment is adequate. The standards appeared to be met. 81% of students scored at the competent or accomplished level. The minimum standard was 80%. It was suggested that maybe one more reviewer needs to be added to the scoring process. Additionally, this goal needs to be worked back into the assessment process given that it was implemented in BUSA 365 which no longer exists.

**Goal 2.2.** Assessment is adequate. The committee had several comments concerning the report. First, does the department believe that 3 questions are sufficient to assess the understanding of diversity? Second, the committee suggests they clarify what the minimum standard is for student performance given that it was not easily discernable from the report. From the report, it appears that students met the standards on question 1 but not on questions 2 and 3.

**Goal 3.** Assessment is adequate. Also known as “Integration,” this goal was assessed in BUSA 365. Data suggests that students met the minimum standards stated in the report.

**Goal 4.** Assessment is adequate. We recommend changing our focus from just a grade approach to something independent of the course. We suggest that a small number of targeted assignments be used to better understand what exactly is being assessed. Perhaps a rubric of some kind could be used or developed that indicates how and what knowledge, skills and abilities are being met by each targeted assignment.

**Goal 5.1** Assessment is adequate. Committee requested the Department of Economics to document the distribution of students taking Econ 304 to see how many were College of Business Majors. The Committee also wanted the total number of students enrolled in Econ 304 during the last academic year. The Committee also requested that the Department of Economics send our AoL report directly to the Committee once it is completed.

**Goal 5.2** Assessment is adequate. The committee requested the following:

- Break down of the number of business students
- The stats department might want to increase the sample size.
- A comparison of Estat 251 versus Stats 251 in terms of the number of business students enrolled
Estat Faculty articulates the learning objectives assessed under the goal so the
committee has a better understanding of what is expected from students. For
example, what are students expected to perform with respect to hypothesis
testing?

Goal 5.4  Assessment is exceptional. The Committee would like to commend the
Finance Department on developing a good process for assessment. Furthermore, the
committee is pleased with the results and suggests this as a possible model for
assessment.

Goal 6.1  Assessment is going well. The process the BLAW group is using to review this
subgoal is proactive in identifying weaknesses in curriculum and student performance.
We challenge the BLAW group and college to move beyond the verb “recognize” in the
wording of the undergraduate core objective to something more substantial. Thus, we are
really asking for deeper learning along the lines of Bloom’s taxonomy if appropriate.

Goal 6.2  Assessment is going well. Students appear to recognize ethical problems.
They are exposed to high degrees of ethical content in BUSA 111 and MKTG 303. The
marketing department’s decision to move measurement of this subgoal to MKTG 303 to
reach a broader base of students is commendable. We recommend, consequently, that
“Y” or “N” type of questions, which seem adequate to recognize an ethical problem, be
expanded into broader types of questions from all departments, not just marketing, to
facilitate a richer measure of ethical issues.

General Comments
We propose that data be collected uniformly in order to adequately assess trends in curriculum
development and student learning. For instance, data was collected by many departments going
back to Fall 2006 but in one department, data was only collected in Fall 2007. Why the
discrepancy?

We also suggest that the Undergraduate Curriculum Committee receive all future change
requests to minors or options so that data and information can be more easily and adequately
evaluated and coordinated with other COB departments.

Course Changes
The committee approved expanding the prerequisites for the following courses:
  a. Adding CS 187 as a prerequisite to BCIS 350.
  b. The addition of a requirement of a C or better in BCIS 338 or BCIS 350 or ACCT
     452 as a prerequisite to BCIS 485.
  c. The addition of a prerequisite of BCIS 338 or BCIS 350 or ACCT 452 or BCIS 502
     or consent of the instructor to BCIS560.

The committee also approved the Marketing Department’s request to change the name of a
course, add a new course and drop several courses as part of their initiative to update their
curriculum:
a. The name changed from MKTG 404: Industrial Marketing to MKTG 404: Business-To-Business Marketing.

b. A new course called MKTG 350: Non-Profit and Social Marketing was added.

c. The deletion of the following marketing courses from the catalogue as they will no longer be taught: MKT 361, MKTG 363, MKTG 456, MKTG 460, MKTG 462 and MKTG 491.

Finally, we approved description changes to FIN 303G and BLAW 313 and the addition of FIN 421: Personal Financial Planning for Professionals.