I. Call to order

The meeting was called to order at 11:15 a.m. on Wednesday, February 16, 2011 in room 246 of the Business Complex.

Minutes from the meeting of February 9, were approved.

II. Discussion

- Sherry Mills presented options for closing the assessment loop which are available to the GC. The GC could: identify a model for critical thinking (CT) to be used across the curriculum by researching the literature or use an existing model used by a faculty member; determine the desired level of CT MBA students should achieve at the end of the program; consider ways to familiarize faculty with CT and their expectations of student level of performance; GC identifies courses and instructors who will implement the CT in their courses to support BA 590 and review syllabi that state the goal in their course objectives; instructors to design and assign the work and finally assess the results. See p. 2 of handout provided by Sherry.

- There are three levels of progression in CT as presented on p. 3 of Goal 2: Critical Thinking – students would think critically by identifying all relevant components and define problems; a second step (Goal 2) would involve identifying, interpreting and application of business tools and concepts to a problem; and finally the highest goal in a third step evaluates, selects and justifies to a problem resulting in a decision making outcome. Goal 2 of CT is from MACCT from Kevin Melendrez adapted from SMU. Whichever approach is used it must be consistent so that the assessment is not tainted by using multiple cases.

- Students in the MBA program are not meeting the assessment criteria in CT. They require repetition for assessing this so that two criteria are met - what is CT and how it should be guided?

- Open-ended questions from Corporate Management Earnings from Wolcott’s model Steps for Better Thinking (p. 6) – this can be modified by the GC. Allow for Instructors to change this but use the same four criteria in her model. Can use self-reflection or self-evaluation form or assess using the rubric (p. 4) Critical Thinking Rubric, NMSU College of Business - Fall 2009. There is not one right answer it can be structured as you want. On these four levels of Wolcott’s Model (p. 6) Identifying (1), Exploring (2), Prioritizing (3) and Envisioning (4) MBA students are poor at levels 3 and 4 but are better at level 1 and 2. Let the MBA students know the rules and how they are graded.

- We must identify and gather the faculty who teach MBA core courses (level 500 and above), show them a CT model and have them create a curriculum or assignment and show them how to use this
information. We have decided to use a workshop on March 11th, 2011 a Friday, held between 11:00 a.m. to 1:00 p.m. to resemble a working luncheon where pizza is provided. The objective is to implement the CT changes into their MBA core courses. This does not have to be perfect but will be a starting point on how to bring it into the classroom. We may start with three classes in the fall and add another three in the spring semester. We would ask faculty to bring their syllabus to the workshop. MBA students could improve their CT skills if a faculty member has already used levels 1 and 2 (Exploring and Prioritizing) already in their course. Or on second thoughts Sherry will send the assignment she has had her students do.

• Kathy Brook and Tom McGuckin will work together on a list of workshop participants. For the members of the GC your homework assignment is to think about the structure of the workshop and continue reading the materials on CT that were provided by Sherry.

III Adjournment

Tom McGuckin adjourned the meeting at 12:20 p.m. The next meeting will be held Wednesday February 23rd, 2011 at 11:15 a.m. in the Business Complex room 246.

Minutes submitted by: John Shonk, Secretary