In addition to the normal duties associated with undergraduate curriculum, our charges were to do the following:

1. Work with AoL Committee to provide assessment scenarios and rubrics for the Critical Thinking/Communication and Ethics learning goals
2. Facilitate incorporation of critical thinking/communication

The Committee met as needed over the spring semester and has addressed all charges.

**Assessment support**

**Critical thinking/communication and Ethics**

At the beginning of the spring semester, an ad hoc committee developed a new critical thinking/communication assessment and rubric which was administered in MGT 449. The Undergraduate Committee approved the assessment and rubric and is scheduled to receive results from the AoL Committee at the beginning of Fall 2015 semester.

The same ad hoc committee developed a new ethics assessment and rubric which will be reviewed by the Undergraduate Committee at the beginning of the Fall 2015 semester and forwarded to the AoL Committee. The assessment is scheduled to be administered in MGT 449.

**Business Knowledge Area assessments**

The Committee voted in Fall 2013 to include Business Knowledge Areas as a learning goal. Inclusion addresses AACSB concerns noted in the previous visit. In Spring 2015, Economics, Marketing, and Finance administered business knowledge assessments; results will be presented to the Undergraduate Committee in Fall 2015. Accounting, Information Systems, Business Law, and Management will be included in the next assessment in Fall 2016.

The Committee voted to use a 75% score for meeting standards in Business Knowledge areas and requests that future assessments adhere to this standard. Assessments results should reflect business majors only with separation of online and in-class students.

**Facilitate incorporation of critical thinking/communication**

**BUSA 111 course**

The instructors of BUSA 111 met with the College of Business Dean, Associate Dean, and the Undergraduate Committee Chair on several occasions to discuss changes to the course. The course has been revised to include more interactive components and the IDEA model of critical thinking. A new book has been selected which has been customized to include the critical thinking chapter of THINK Critically, Facione and Gittens, 2015.

**Other courses that will specifically utilize IDEA model**

The critical thinking chapter and model will be available for download for the other courses in the curriculum that will be incorporating the IDEA model. Those courses include: ECON251G; BLAW 316; MGT 344; MGT 470; BCIS 485; and MGT 449.

**Upcoming discussion of Diversity learning goal**

In Fall 2014, the Committee voted to have all assessments of learning goals occur in the undergraduate capstone course in order to have the assessments reflect programmatic effects rather than course-specific effects. The faculty affirmed at the Spring 2015 convocation.
The most recent BBA curriculum content map indicates that Diversity is a specific topic in MGT 309 and MGT 449. The definition of Diversity used to complete the curriculum map was in response to AACSB guidance for minimum curriculum content in an accredited business program. The data captured for the curriculum map may not have addressed all aspects of diversity that are set forth in the learning goal.

To date, the Diversity learning goal has been assessed in MGT 309 and is scheduled for assessment again in Spring 2016. We will ask for feedback from departments about coverage of the Diversity learning goal to determine if the learning goal is course-specific or a broad-based program goal. The current Diversity learning goal includes the following:

**DIVERSITY [DIVERSE]: Students can demonstrate knowledge of diversity. Adopted fall 2009**

Students can:

- Discern between surface and deep level diversity.
- Identify many diversity dimensions reflecting both legal and potential illegal discrimination.
- Identify the best managerial strategies to address diversity-related workplace conflicts.
- Identify advantages of including diverse members in a work team.

**Release of assessment information to external stakeholders**

The Committee had a broad-based discussion of information disclosure to stakeholders. There is no norm for disclosure and no minimal requirements. The Committee concluded that the College of Business website would be updated for changes to the learning goals and measurement criteria.

Respectfully submitted,

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Chair of the Undergraduate Committee