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

1. Make recommendations for curriculum changes related to the critical thinking and communication learning goals
2. Work with the AoL Committee to ensure the collection of high quality data to assess the diversity and ethics learning objectives for the BBA.

The Committee met twice each month over the fall semester and has addressed all charges.

**Recommendation – Critical Thinking and Communication learning goals**

a. The Committee spent the fall 2014 semester investigating tools that may be used to further include critical thinking processes into the core curriculum as a means to define and improve both critical thinking and writing processes. In a proposal to the College, the recommended utilization of the IDEAS model of critical thinking as a teaching/learning tool in BUSA 111; ECON 251G; BLAW 316; MGT344/MGT 470/BCIS 485; and MGT 449.

b. The Committee further proposed that the learning goals for critical thinking and writing be combined into the following:

   Students can think critically and can demonstrate their critical thinking processes in a short memo that effectively communicates a comprehensive and concise written recommendation.

   After presenting the proposal, faculty requested less specificity in the learning goal. The Committee modified the learning goal to:

   Students can think critically and can effectively communicate their critical thinking processes through comprehensive and concise written communication.

   Outcomes related to “a short memo” and “a recommendation” will be addressed through the related learning objectives.

c. The Committee further recommends that the general communication goal be retired and be replaced with the communication objectives associated with the new critical thinking goal.

   The proposals will be brought forth to the faculty for vote at the spring 2015 consideration.

**Recommendation – Ethics and Diversity learning goals**

The Committee reviewed the AOL results for Ethics and Diversity and concluded that the assessments reflect course specific outcomes. After significant discussion, the Committee voted to have all assessments of learning goals occur in the undergraduate capstone course in order to have the assessment reflect programmatic effects rather than course-specific effects. Moving forward, assessments will need to reflect online versus in-class outcomes.

Respectfully submitted,

Mary Jo Billiot
Associate Professor of Accounting
Chair of the Undergraduate Committee