Members: Mary Jo Billiot, Larry Blank, Matt Holt, Minjoon Jun, Pookie Sautter.
Ex-officio: Liz Ellis, Kyle Archuleta & Justine Adkisson.
Absent: Larry Blank

Undergrad Committee Minutes
Date/Time: Thursday, Jan. 30, 2014 at 10:30 am
Location: BC 246

Chair: Mary Jo Billiot
Note taker: Yvonne Mendoza

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<thead>
<tr>
<th>TOPICS</th>
<th>OUTCOME</th>
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<td><strong>1. Approval of Minutes of December 2, 2013.</strong></td>
<td>December 2nd minutes were approved. Motion by Matt Holt and 2nd by Pookie Sautter. Chair expressed thanks for collaboration with committee members (Pookie, Mary Jo, and Liz) in writing and editing the Undergrad Committee report, delivered for COB’s convocation.</td>
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| **2. Closing the Loop – THINK:** | • Ellis: University assessment coordinator, Shelly Stovall, reported that NMSU was adopting Writing within the discipline as its Quality Initiative with HLC; and that she believes that our integration of a writing component into our assessment on critical thinking will satisfy the University requirement.  
• There are two small booklets on critical thinking that we can use as the cornerstone of our critical thinking improvement effort. One is published by the Foundation for Critical Thinking (blue book) and the other is from the Olin School of Business and was distributed at the AACSB Critical Thinking seminar.  
• Sautter: Suggested that we have student member Kyle Archuleta get some feedback in regards to the booklets on Critical Thinking, also discussed was the idea that we provide the Critical Thinking booklets to students once they finish the lower level courses.  
• Committee: We have identified the Critical Thinking courses (from the new Curric Map) and now we need a tool to develop critical thinking that can be used in those classes.  
• Booklets – we probably need to share the booklets w/faculty and get feedback. Then, identify what the courses where all instructors are willing to use the booklets in class.  
• List of ideas/items to consider: Choose a booklet to use, faculty feedback, recruit class participation in the core courses, develop a critical thinking bookmark through advising center, and identify basic learning objectives in core courses.  
• Customize a Presentation for students and identify 4 classes and tailor the presentation according to the class. (template)  
• Consider Management 449 (frame work) in using the booklets. Can we get MGT 449 to structure their assignment to “match” the booklet format? |
| a. Discussion of means of closing the loop on updated goal and moving forward to incorporate into curriculum.  
  i. Dr. Terry Adler provided copies of current assessment assignment and rubric for goal. Liz Ellis emailed to committee before holiday break.  
  ii. Dr. Larry Blank provided memo examples used in lower-division Economics courses  
  iii. Dr. Pookie Sautter provided link to Critical Thinking @Olin as starting point for preparing a documents for students on critical thinking processes | |
| **3. Continue work on BBA Mapping Project** | • Need to Edit the Blaw on the BBA mapping to eliminate separate online and f2f objectives - Matt will send over the changes.  
• Mary Jo edited the document so it might not sound or look exactly like it was submitted. Attempt was made to put information in correct columns with what students “can do” in the course in the middle column, and “how” they learn the competencies – the learning experiences – in the last column.  
• We still have some areas to be completed. For example MGT 470 & 449 – we need competencies. Minjoon will work on |
| Most areas of map complete—new master file was distributed. Areas for immediate consideration: Diverse and multicultural work environments (see item 4); Sustainability; Others recommended by College. Will include in discussion of management of COB core. | |

Please read:  
Please bring:
Once we have this “final” committee members will need to take back to their departments for discussion of basic learning objectives for each core course and final approval. According to AACSB Standard 9, the learning experiences on the curriculum map are those “normally included” in a business program therefore we need commitment from all instructors to include the listed learning experiences and to include the listed competencies as objectives.

Discussion about what “final” really means. Consensus that document can be expected to change over time, nothing in it is set forever. The Committee does need to be informed, however, when changes in the core courses occur. We need to know if the listed competencies/learning experiences remain relevant to the course. Essentially, this is the start of standardized learning objectives for all core courses, and the expectation in the core courses is that all faculty in all sections will address listed objectives. Department heads will need to be involved in making sure this happens. Under the previous standards this wasn’t really required.

Yvonne will make sure we update the titles and courses on the BBA Mapping.

Sustainability = big push with AACSB. We need to have at least one core course that addresses sustainability. Dr. Boje has proposed to add a minor to the Management Dept. on sustainability. Sautter noted that while MKTG 303 is not listed as one of the courses in the minor, she includes a variety of sustainability issues and could add something to the map. We will need to be sure that future instructors will do the same. Sautter will follow up with Dr. Boje (Marketing 303).

Question about the extent to which HR issues are included in the core. Need to discus with management department.

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<th>4. Discussion of implementation of goal - DIVERSE</th>
<th>Postponed to future meeting. Discuss results of upcoming assessment data.</th>
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<td>5. Other Business:</td>
<td>None</td>
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<td>6. Next Meeting Scheduled</td>
<td>Feb. 13 at 10:30 am</td>
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<td>7. Adjournment</td>
<td>12:00 noon</td>
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