The following is a summary of the Undergraduate (UG) Curriculum Committee’s work on revising the College of Business (COB) Bachelor of Business Administration (BBA) core curriculum. We have made huge strides over the past four years in finely focusing our curriculum to better improve student learning (please refer to specific UG Curriculum minutes hosted on the COB website for context on each of the issues presented in this report). The UG Curriculum Committee met 18 times this past year (e.g., 9 times in the Fall semester and 9 times in Spring semester) to accomplish our charge to “Improve Student Learning” as necessary. The following is a summary of what the committee accomplished the following (not in any particular order) this past year:

a. Eight individuals made seven videos that completed our college’s collective effort to document and present to students the importance of writing in the business profession. These videos are hosted on the college of business website at: http://www.youtube.com/playlist?list=PL204990C2BF69C230&feature=plcp

b. The committee proposed the elimination of four COB goals due to the BBA program’s success in consistently meeting performance data for student learning over the past three years. The proposal was presented to the COB faculty and approved at the Spring 2012 Convocation. The goals eliminated include the following: Goal 1b (Oral Communication), Goal 3 (Information Technology), Goal 4a (Problem Solving), and Goal 5a (Legal Issues). As a reminder, the removal of goals does NOT mean that we are not going to teach these important skills. It does mean that for now we are not going to measure student learning in these areas due to past student learning success. The committee also reviewed the following proposed schedule of assessment of the remaining four COB learning goals. Sherry Mills requested that we focus on the goals showing the most need for program improvement. The committee approved the following sequencing for assessment activities through Academic Year 2015-16:

Fall 2012: Assess Goals 1 (written communication) and 3 (critical thinking)
Spring 2013: Review assessment data

Fall 2013: Assess Goals 2 (diversity) and 4 (ethics)
Spring 2014: Review assessment data

Fall 2014: Assess Goals 1 and 3
Spring 2015: Review assessment data

Fall 2015: Assess Goals 2 and 4
Spring 2016: Review assessment data

c. The committee approved the adequacy of using a 80% target of meeting or exceeding expectations for each COB learning goal. The committee reviewed the results of assessment by goal as presented in the Spring 2012 convocation assessment report to make this determination.
d. The committee approved a proposal from the AOL committee and Sherry Mills to move COB assessment of Goal 1 and 3 to the capstone MGT 449 (old BUSA 421 course) beginning in Fall 2012.

e. The committee reviewed performance components for each COB goal per the request of Sherry Mills. Three years ago the committee established the college goals leading to the rubrics now in use. This year, the committee reviewed those goals and rubrics. The performance criteria were modified for every rubric. The committee has made changes to every rubric’s performance criteria.

f. The committee changed the COB transfer credit policy to make it consistent for all courses in the NMSU College of Business Policy Manual. Under the section titled “Credit Transfers: Undergraduate,” in the “Detailed Description” subsection, the following bullets were approved to be added after the paragraph that states that “Preliminary evaluations of business credits other than those covered…..”:

- Transfer credits for all NMSU business courses (lower and upper division) must be accompanied by grades of “C” or higher.

- Business courses transferred from four year institutions with AACSB accreditation will be accepted as equivalent to NMSU courses if NMSU has such courses.

- Business courses from two year institutions and four year institutions lacking AACSB accreditation are not accepted as lower or upper division business electives only unless a syllabus or other evidence is provided so that the department can determine the quality and comparability of the course.

g. The documentation to support the upcoming Fall 2012 reaffirmation visit is now available on-line as discussed in the College of Business 5th Maintenance Report. This completes the outstanding action item we were tasked with at the Spring 2012 COB convocation to provide support data, as outlined in the 5th Year Report, in an on-line format.

h. The committee approved the proposal by Dr.’s Gray and Adler to standardize the assessment in MGT 449 for the Fall 2012 semester. The proposal states, among other things, that the weighting of this assignment should be 5% of the course grade in both the face-to-face and distance education versions of the course and be one page in length.

i. The committee reviewed the proposal by Dr. Rosile to standardize the diversity assessment in MGT 309. We are broadening the definition of diversity for student learning purposes beyond the current case of stereotyping and social perception. This is a work in-progress.

j. The committee removed the 8 applied credit hour cap for our college. The COB advising group is finding it more and more difficult to adequately account for applied credit hours when students transfer to our college which necessitated a change in our policy.
k. David Daniels and Terry Adler met with the Math Department to discuss the issue of overuse of calculators in STAT 251 courses at the expense of learning fundamental statistics concepts. For now, the Math Department, more specifically Joe Lackey, agreed to look at the issue of standardizing how STAT 251 is taught across all 6-7 instructors.

l. The committee response to the 5th Year Maintenance Report was finalized and sent to the CEC. Also, the “Closing the Loop” flowchart was also completed by Michelle Jasso and sent for CEC review. This flowchart will be used to communicate what has happened over the past 5 years with regard to assessment, curriculum, and COB goals.

m. The committee finished the process of mapping our UG core curriculum to ensure that all COB goals are being taught in specific core courses. The committee agreed that a minimum of 2 or 3 courses per COB goal is enough to ensure that the goal is emphasized sufficiently in our curriculum to allow meaningful assessment. To summarize our committee’s discussion to date, the following UG core courses have been mapped with COB undergraduate goals:

   **Goal 1** (Written Communication): ENGL 203, BCIS 338, MGT 470  
   **Goal 2** (Diversity): MGT 309, MGT 470  
   **Goal 3** (Critical Thinking): MGT 449, FIN 341, ECON 251, ECON 252, ACCT 251, ACCT 252, MKTG 303  
   **Goal 4** (Ethics): MGT 309, MKTG 303

That being said, based on the advice from Sherry Mills and the AOL committee, the assessment of critical thinking and written communication will occur in MGT 449 and diversity and ethics in MGT 309 for now. We can always shift where assessment occurs using the curriculum map presented here.

n. The committee collected information about whether to add a separate BBA core ethics course through discussions at the departmental level. Feedback to our committee was overwhelmingly against creating a separate ethics course and to keep our coverage of ethics embedded in core courses “as is.”

Future UG curriculum actions for the 2012-2013 academic year:

1. Need to address how to phase in an increase in COB undergraduate admission standards per our Spring 2012 convocation charge.
2. Need to review whether a goal needs to be added to focus on “Business Knowledge.” This would be a goal that allows departments to measure student learning along the lines of their own specific majors.
3. Need to address whether satellite branches in the university need to be reviewed for quality and integrity relative to business courses. We have data which showing that main campus business students are better prepared than in the satellite courses. Also, the issue of test integrity has been raised in branch courses by faculty.
4. Need to address whether “Diversity” should be kept as a goal for the college.