This past Fall 2011 semester the Undergraduate (UG) Curriculum Committee met 9 times and addressed the following issues:

A. The UG Curriculum Committee voted to eliminate 4 CoB goals because the assessment data indicates a continuous and successful achievement of student learning. As a reminder, the five COB goals and sub-goals are as follows:

1. **Communication**: Students are effective communicators.
   1a. Students can write effectively.
   1b. Students can make effective oral presentations.
2. **Diversity**: Students can demonstrate knowledge of diversity
3. **Information Technology**: Students are effective users of information technology.
4. **Critical Thinking**: Students can solve problems and think critically.
   4a. Students can solve problems.
   4b. Students can think critically.
5. **Legal and Ethical**: Students can recognize legal and ethical issues.
   5a. Students can recognize legal issues.
   5b. Students can recognize ethical issues.

The goals approved for elimination were as follows: 1b (Oral Presentation); 3 (Information Technology); 4a (Problem Solving); and 5a (Legal Issues). The assessment data for Goals 1b (Oral Presentation), 4a (Problem Solving), and 5a (Legal Issues) showed that students exceeded the 80% standard on all three aspects of each of these respective areas in Fall 2010 and Spring 2011. The assessment data for Goal 3 (Information Technology) showed that students exceeded the 80% standard on all three aspects of information technology in Fall 2010. In Spring 2011, students exceeded the 80% standard in 2 out of 3 of the criteria and in the one area they did not, they achieved 76.6% on exporting data. Both the AOL and UG Curriculum committees believe that student learning is sufficiently consistent to warrant no further assessment at this time for Goal 3.

If the faculty approve this streamlining of goals, we will have 4 CoB goals remaining:

1. **Communication**: Students can write effectively.
2. **Diversity**: Students can demonstrate knowledge of diversity
3. **Critical Thinking**: Students can think critically.
4. **Ethical**: Students can recognize ethical issues.

B. The committee also provided support for the 5th Year Maintenance Report detailing how the College of Business has closed the loop by CoB goal. We developed a flowchart that summarizes the 5th Year Maintenance Report for UG curriculum changes and closing the loop items. This flowchart will be used to communicate what has happened over the past 5 years with regard to assessment, curriculum, and CoB goals. The committee also began collecting UG core course materials which demonstrate how UG core courses have changed in response to changing
The core UG curriculum. The flowchart is attached to this report and shows how the College of Business has “closed the loop” on specific College of Business goals related to student learning over the past five years.

C. The committee, and David Daniels, met with the Math Department on 16 Sep 2011 to discuss the overuse of calculators in STAT 251 courses at the expense of learning fundamental statistics concepts. We learned that 6-7 math instructors are used to teach this course which may be one of the causes of uneven student learning. The Math Department agreed to address the issue of standardizing how STAT 251 is taught.

D. The committee is collecting examples of core course assignments and syllabi that teach topics related to the CoB goals. These items will be packaged as supplementary materials for next year’s Fall 2012 reaffirmation visit.

E. The committee mapped all UG core courses to CoB goals. This was done to ensure that there was enough coverage for each CoB goal. Liz Ellis also collected data from CoB department heads indicating where they see coverage of their respective courses to CoB goals. Per the AOL committee and Sherry Mills, we plan on assessing odd-numbered CoB goals in odd-numbered years and even-numbered CoB goals in the even-numbered years. The UG curriculum committee will issue a finalized list of CoB goals after the Spring 2012 convocation to identify which courses will be assessed in what year.

F. The committee removed the 8 applied credit hour cap on transfer student to our college. Our advising group is finding it more and more difficult to adequately account for applied credit hours when students transfer to our college. Data was presented showing that most students do not want or need to transfer in more than 8 applied credit hours but in some cases it appears warranted. For instance, only 6.95% of students in our current student database would consider using more than 8 applied credit hours towards the estimated general elective total of 24 credits. We have guessed that students will have at most about 24 credits of general elective if they come in with MATH 120 and MATH 121. Data also was presented showing that the average CoB student brings in 2.81 applied credit hours, say from Dona Ana Community College, which is roughly equivalent to one course. Many of these applied credit hours deal with the Business Office Technology (BOT) type of courses.

G. The committee approved the following changes to the UG curriculum:

- MKTG 459 prefix was changed to MKTG 449
- BCIS 458 course description was changed
- BCIS 485 course description was changed
- BUSA 421 prefix and title were changed to MGT 449—Strategic Management
- BA 302 title was changed
- An honors ethics course, HON 384V—Ethical Decisions in Organizations’ was approved in our college but failed to get approval at the university level
Future UG curriculum action items for the Spring 2012 semester:

Address the AOL proposal to add a new CoB goal that incorporates “Business Knowledge.”

Review Fall 2011 assessment data.

Update 5th Year Maintenance Report with new “Closing the Loop” items.

Respond, if necessary, to the Spring 2012 Convocation faculty discussion on adding a new core ethics course.

Evaluate moving all CoB assessment to the capstone MGT 449/BUSA 421 course per the request of the AOL committee and Sherry Mills. Critical thinking will be assessed in this course starting in Spring 2012.

Need to revise Goal 2 (Diversity) beyond its very limited focus on stereotypes.