The committee began a review of the College of Business (COB) Bachelor of Business Administration (BBA) assessment data from 2008-2009 in order to “close-the-loop” on student learning. It is noteworthy that the committee discussed in detail whether to develop performance criteria for Goal 3 (i.e., integration) or to eliminate it altogether as a COB goal. There was quite a lot of discussion regarding the history, context and learning outcomes of Goal 3 with regard to what makes sense in the assessment and education of our students in the college. The committee discussed many options including an option of dropping Goal 3 as it is currently stated and replacing it with a different goal with regard to students gaining expertise in their particular discipline. The committee believes that while the requirement for integration is important and desirable at the undergraduate level, the emphasis of integration at the BBA level may not be important enough to warrant codification as a goal of the college. Again, COB goals should map into the mission of the college and, thus, the committee decided to eliminate Goal 3.

The committee also made several “close-the-loop” decisions regarding the COB BBA curriculum. The committee discussed the results of the AOL data regarding oral communication as measured in COMM 265. The AOL data identifies that our business students did not meet the 80% proficiency goal in competency regarding research and documentation of sources. The committee believes that poor citation skills are a problem based on this AOL data and feedback we as a committee have received from COB faculty members in core COB courses. Even though this data falls under the student’s ability to communicate orally, the problem of documenting at least 5 sources in a prepared speech outline was the real problem in the report. The committee discussed the need to educate COB students early in the curriculum as to how to properly document sources of information and what they did with this information in their papers and presentations. The committee also discussed the related issue of plagiarism that may be occurring if students do not adequately document their sources used in COB core courses. The committee discussed many alternatives on how and where to improve student competency in research and documentation of their sources.

**Closing the Loop:** The committee decided unanimously to require a 30 minute section in BUSA 111 that includes a hand-out on how to properly document their sources for COB work and require each student to watch an NMSU video on plagiarism. The video was developed right here at the NMSU Writing Center and can be found at:


All BUSA 111 instructors will be required beginning in Spring 2010 semester to show this video in class and to facilitate a discussion using the hand-out provided by this committee on how to properly cite their sources. Total time with video and discussion should less than 30 min.

The committee discussed the results of the AOL data regarding Goal 5.0a and COB students learning with regard to problem solving. The data suggests that Criteria 2 was not met but that the other three criteria were met. Not coincidentally, Criteria 2 is at a higher level in Bloom’s taxonomy centered on analysis while the other three criteria are as the application level. The
committee believes that the higher level of learning required in Criteria 2 might be driving the lack of student performance in the AOL data.

**Closing the Loop:** The committee asks the AOL committee and the Econ Department AOL subcommittee to reconsider the levels of learning in Goal 5a's rubric with regard to appropriateness.

**Major/Minor/Course Changes**
The committee approved a new rubric to evaluate the ethics portion of COB Goal 6 which states that “Students will recognize legal and ethical issues.”

The committee also approved a new rubric to evaluate COB BBA Goal 1 “Students are effective communicators” is measured. The proposal contains a friendly amendment that the current rubric be pared down from 5 components to 3 components to make interpretation more understandable and easier to use. In addition, while the UG curriculum committee does not want to lose data collected so far in assessing oral communication, we also have to have performance capabilities that are consistent across pertinent COB courses and all types of media. For instance, future assessment of oral communication may involve something other than a persuasive speech. We, therefore, changed the performance capabilities for Goal 1b so that they are broad enough to include data collected in COMM 265 and future courses like MKT 303 where oral communication will be measured.

The committee approved the Finance and Marketing Departments proposal to require all BBA students to take BLAW 316.

The committee approved a proposal to establish a uniform level of student performance of 80% for every COB goal and sub-goal. Discussion included a reminder that while we as a college may not be meeting student performance goals in a particular area, this is not a bad result as this shows potential for the college to "close the loop" and improve student learning.

The committee approved a proposal to change the transfer credit grade requirements to as follows:

"Upper division business core course requirements can be satisfied by transfer credits with a "C" grade or higher when the credits are from an AACSB International accredited program."

Finally, the committee approved a proposal by Dr. Kathy Brook, with the friendly amendment above, regarding transfer credit that was approved by Department Heads on July 28, 2009.

**Agenda for Spring 2010**
We look forward to reviewing assessment data from the AOL committee with regard to what changes, if any, need to be made to our COB curriculum and completing the BBA curriculum map which will indicate which learning goals will be covered in each core course.