KELCE COLLEGE OF BUSINESS
Pittsburg State University

Undergraduate Curriculum Management
& Assurance of Learning Committee
April 3, 2025, 2:00pm

Minutes

Members

- Kay Kim, Finance (2025) ✓
- Jae Choi, DSIS (2025) ✓
- Mary Wachter, Marketing (2026) ✓
- Shipra Paul, Management (2026) ✓
- Michael Davidson, Economics (2027) ✓
- Mary Jo Goedeke, Co-chair, Accounting (2025)

- Jennifer Pursley, Co-chair, QBA (2028) ✓
- Holly Kent, Director of Student Relations & Engagement (Ex-Officio) ✓
- Josh Curran, Assessment & AOL Coordinator (Ex-Officio)
- Lynn Murray, Associate Dean (Guest)

Curricula Management

I. No new business to discuss.

Assurance of Learning

I. Constructs, Goals, & Objectives
  a. Competency Goals: The committee reviewed *AoL PSU PowerPoint* slides 8-11.
      i. Competency goals "are the product of faculty reflection on the skills, attitudes, and knowledge that they expect students to learn as a result of matriculating through their institution's programs. They are the roadmap for the curriculum and are the foundation on which the assessment program is built." The committee emphasized the importance of involving faculty in setting these goals and aligning them with the Kelce mission.
  b. Current Objectives: The committee review *Direct Measures from the Pervious Cycle* file/handout. Last cycle, we had constructs and objectives but we did not have competency goals. The committee discussed the objectives and their corresponding results.
      i. **Critical Thinking**: Students will be able to apply theories and methods to solve problems within their respective disciplines.
          1. All criterion did NOT meet the 80% target on the last loop.
      ii. **Information Technology**: Graduates will be able to use current technologies to explore, analyze, and solve business problems.
          1. All criterion MET the 80% target on the last loop.
      iii. **Communication**: Students will show proficiency in written communication.
          1. Mix results on meeting 80% target.
      iv. **Teamwork**: Students will be able to work collaboratively to produce professional deliverables.
          1. Collaborative Work: All criterion MET the 80% target on all loop.
          2. Professional Deliverable: Mix results on meeting 80% target.
  c. New Mission: With the recent change of the Kelce mission, we must revisit our constructs, goals, and objectives to ensure they align with our mission, *"Educating future business professionals today to build stronger communities tomorrow".* Each goal and corresponding objective will be mapped across our

curriculum to show alignment to our mission. The committee reviewed the *2023 UG Course Goals Matrix* file and the *Curriculum Map SP2020* file/handout to review how the current objectives are scaffolded across our curriculum. The committee discussed two options for updating the objectives:

    i. Survey Faculty to Vote on Constructs

        1. Last cycle, we surveyed undergraduate faculty to identify constructs then the committee wrote the corresponding goals and objectives.

        2. Advantages: Facilitates faculty participation, and shows our process is systematic.

        3. The committee reviewed a sample survey, *Constructs Survey for Faculty* in the *Survey for Faculty* file/Handout.

        4. Committee members discussed the possibility of also seeking input from the Kelce Board of Advisors.

    ii. Survey Faculty for Approval of Committee Written Goals & Objectives

        1. Committee members would vote on constructs and write the corresponding goals and objectives as representatives for their field of study.

        2. Advantages: Constructs are selected by faculty who are very knowledgeable about the AOL process, and the *Graduate CM & AOL Committee* has established their construct by committee vote so this method would align our processes.

        3. The committee members reviewed the approval form for the graduate goals and objectives, *Graduate AOL Goals and Objectives Approval Survey* in the *Survey for Faculty* file.

    iii. Discussion: Committee members were initially divided on the approach to obtain goals/objectives. It was proposed that the committee revisit the current constructs to determine which ones can be kept and which ones need replaced. All members agreed to review the current constructs for alignment to the new mission.

        1. **Critical Thinking**: All members agreed that the critical thinking construct is still critical to our mission. Since no criterion were met in the last loop there is a need for improvements in this area.
VOTE: All present members voted unanimously to keep Critical Thinking as a construct.

        2. **Information Technology**: Jay discussed how Information Technology is a tool that can be deployed for critical thinking. He proposed this construct be replaced. Committee members discussed the strong results of the last loop which indicates our students are successful in this area.
VOTE: All present members voted unanimously to replace Information Technology as a construct.

        3. **Teamwork**: Due to the complexity of this objective, two rubrics were used for assessment: Oral Presentation and Teamwork. Kay mentioned Oral Presentation would be a better fit under the Communication construct. This idea was also a recommendation of the Peer Review Team. With some of the assessment results for Oral Presentation being not met, the committee discussed the need for improvements in this area as well as its alignment to the mission. They also discussed the strong results of the Teamwork criterion which indicates improvements efforts could be focused on other areas.
VOTE: All present members voted unanimously to replace Teamwork as a construct.

        4. **Communication**: Members discussed in agreement that communication is vital to our mission. The last assessment results were overwhelmingly positive, so members recommended expanding this goal to include both written and oral communication.
VOTE: All present members voted unanimously to keep Communication as a construct but expand it to include two objectives: written and oral.

Committee members discussed how the new constructs will be identified. Holly proposed, if committee members can arrive at replacement constructs without much conflict, then surveying faculty might not be necessary. All members agreed to proceed in evaluating possible replacements. The committee began by reviewing the constructs listed on the *Constructs Survey for Faculty*.

1. **Ethics**: Given our new mission's focus on building strong communities, the committee discussed the importance of including Ethics as a construct. Holly expressed concerns regarding our students' abilities in this area and that improvements were likely needed. **VOTE**: All present members voted unanimously to add Ethics as a construct.
2. **Quantitative Literacy, Applied Knowledge and General Knowledge**: Members discussed how these areas would be most appropriate as tools deployed for Critical Thinking.
3. **Global Awareness**: Given our mission's emphasis on communities, members felt that global awareness was not central enough to warrant its inclusion as a construct.
4. **Leadership**: The committee discussed how our mission statement has evolved, specifically noting the change from 'future business leaders' to 'future business professionals.' This change suggests that, from the faculty's perspective, leadership is not considered a central element of the mission.
5. **Creativity/Entrepreneurship**: Members discussed our new Entrepreneurship degree and noted that creativity aligns well with it, as well as with several other programs. However, they also acknowledged that creativity and entrepreneurial skills are not essential across all degree programs. For this reason, the committee agreed that creativity and entrepreneurial skills are not a good fit as a construct.
6. **Promoting Positive Societal Impact**: Having reviewed all options from the *Constructs Survey for Faculty*, the committee turned to the constructs listed in the *2023 UG Course Goals Matrix*. Given our mission's focus on building stronger communities, all members agreed that this area is a strong fit. Additional support for this construct comes from our upcoming move downtown and the college's increasing integration into the downtown community. However, Jay raised a concern that societal impact is more of an outcome, something we do, rather than something we explicitly teach. In response, Holly clarified that the construct is defined as 'promoting positive societal impact,' and the matrix shows some evidence that this concept is addressed across the curriculum. Still, questions were raised about the depth of coverage within these courses and the ability to effectively assess societal impact as a construct.
   ACTION: Jennifer will reach out to Mary Jo for further clarification and background on the Promoting Positive Societal Impact data in the Matrix.

iv. The committee reviewed *AoL PSU PowerPoint* slide 12 and discussed knowledge-based goals and skills-based goals. The committee discussed the possibility of adding a knowledge-based goal. The *Graduate CM & AOL Committee* has replaced one of their skills-based goals with a knowledge-based goal:

1. Construct: Business Function Knowledge
2. Competency Goal: Our graduates will possess knowledge of essential principles from core business disciplines.
3. Objective: Graduates will demonstrate knowledge of essential business theories and concepts.

The committee wanted more information on the Promoting Positive Societal Impact before considering the inclusion of a knowledge-based goal.

II. Taskforces
   a. As suggested in the AOL seminar, the committee agreed to create taskforces for each construct or objective.

b. Advantages: Increases faculty participation and aligns with the Graduate AOL process.

c. Kelce PD in May could be used to obtain volunteers for taskforces. These taskforces would create the rubrics for assessments and set the performance target for each objective.

d. After data collection and analysis, the taskforces would then help identify improvements to be launched across the curriculum.

III. Rubrics

a. The committee discussed best practices for rubric design.

b. Rubrics should be analytic, not holistic. The rubrics used in our previous cycle were analytic, see *Direct Measures from the Pervious Cycle* file/handout.

c. Advantages: This format is consistent with our previous rubrics (shows our systematic process) and this format is easier to score.

d. Rubrics should not be course or assignment specific. Rubrics should be designed so that they can be used in a variety of courses/assignments that assess the underlying objective. Our previous rubrics were assignment specific so work must be done here.

e. Advantages: We'll create these rubrics once and will be able to utilize them every time we collect data on an objective. Allows us to access, analyze, and launch improvements based on individual criterion collected across our curriculum.

Next Meeting

I. Schedule next meeting.
   ACTION: Jennifer will schedule the next meeting at 3:30pm on Wednesday, April 9th.