

Undergraduate Curriculum Management & Assurance of Learning Committee

April 17, 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 Joe 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) ✓

Assurance of Learning

- I. Welcome: Krissy Lewis will be joining our committee as the HRD representative in the fall. To ensure she is looped in on our AOL process she is attending meeting this semester.
- II. Recording: Josh asked the committee for permission to record the meeting to assist with documenting the discussion in our minutes. All members agreed.
- III. MFT Data: Lynn shared the MFT Trends Results file, 2024 MTF Results file, and the 2025 MFT Results file with the committee. Members noted a concerning trend in the data from 2022 to 2025. In 2022 Pitt State students scored above the national norm in every assessment category. In 2025, Pitt State students scored below the national norm in every assessment category with the exception of Finance. Discussion included impact of COVID years with challenges in learning during online class transitions. However, this challenge likely affected all institutions. The members sited possible causes for the decline: lack of incentive to ensure best performance and latency in recalling non-major content from previous semesters/years. The MFT is currently an extra credit assignment in Business Strategy. Members recommended the MFT be part of the course grade to ensure students prioritize the exam and put in their best effort. Members also recommended practice quizzes be placed early in Business Strategy for just-in-time review of core concepts. The quizzes must be built by faculty in the corresponding discipline.
ACTION: Lynn and Jennifer will disseminate the MFT Data to program coordinators so they can make improvements across their program. Additionally, they will ask the program coordinators to request that faculty create practice quizzes to be used in the Business Strategy courses.
ACTION: Jennifer will send the following recommendations to Business Strategy instructors.
 1. Incorporate the MFT as a significant portion of the course grade (maybe a test score).
 2. Include practice quizzes at the beginning of the course.**ACTION:** After the program coordinators share the MFT files with faculty, Josh will add the MFT files to the Undergraduate AoL Teams site for Kelce faculty.
- IV. Constructs: Jennifer provided the committee with a review of the constructs selected in the previous meeting: critical thinking, written and oral communication, and ethics. She additionally reminded everyone our constructs and goals must align with our mission, *Educating future business professionals today to build stronger communities tomorrow*. The committee considered the following constructs:
 - a. Knowledge-based: The committee discussed the possibility of adding a knowledge-based goal similar to that of the Graduate program. The construct could focus on fundamental core concepts from various

disciplines (ie supply and demand, marketing segmentation, etc.). Give the previously discussed MFT data members noted an increased need for improvements in this area. The MFT would provide a good indirect measure for this construct and would serve as an indicator for launching improvements. However, a direct measure is needed. Mary Jo recommended the questions on the MFT practice quizzes be utilized as the direct assessment. All members were favorable to this construct and proposed assessment strategy.

- b. Professionalism: Holly provided an overview of the Professionalism construct. The goal would include soft skills, networking, career readiness, etc. The goal might align well with upcoming changes to the undergraduate program. There is a potential new graduation requirement for Kelce students to participate in professional development activities such as career fairs, mock interviews, internships, etc. During these events we could obtain external feedback from stakeholders. After we move downtown, the Engagement Center will serve as a hub for these professional development activities. Members discussed Business Professionalism as a good class to gather data for this goal but concerns were expressed regarding the level of the course. Holly mentioned the course is best for students near graduation and the enrollment generally consists of sophomores, juniors, and seniors. The committee discussed the need to adjust the prerequisites and/or change the course number. Members highlighted how professionalism aligned with our mission for 'educating future business professionals.' All members were favorable to this construct.

ACTION: Jennifer will send a recommendation to Dr. Binder for Business Professionalism to be changed to a 300 or 400 level course and that the prerequisite be reassessed to possibly include admission to Kelce or Junior standing.

- c. Vote for Constructs: All members were favorable to the constructs: critical thinking, ethics, oral and written communication, knowledge-base, and professionalism. While all these areas are valuable to meeting our mission the committee agreed to select four goals for assessment purposes. Jennifer noted the need to keep critical thinking as a goal given the previous assessment results. Committee members agreed. Members then voted on the constructs:

VOTE: 4 out of 5 members voted to adopt critical thinking, ethics, knowledge-base, and professionalism. Michael expressed the importance of written and oral communication skills. Holly mentioned good communication skills are inherently part of professionalism. Improvement made in professionalism will likely have a direct impact on oral and written communication skills.

V. Goal and Objectives

- a. The committee reviewed *AoL PSU PowerPoint* slides 11, 13-15. The committee discussed the need to keep the goals and objectives straight forward to facilitate an easy alignment to the assessment process. One verb and one noun per goal/objective was recommended during the AoL seminar. Members agreed to adhere to that format.
- b. The committee reviewed *Bloom's Taxonomy verb list* for the cognitive domain.
- c. The committee reviewed the *Graduate AOL Goals and Objectives* as our goals must be lower in cognitive realm than the Graduate goals.
- d. Professionalism
Goal: Our students will be professional.
Objective: Our students will demonstrate professional behavior.
VOTE: Approved unanimously
- e. Critical Thinking
Goal: Our students will be critical thinkers.
Objective: Our students will solve business problems using critical thinking skills.
VOTE: Approved unanimously
- f. Knowledge-Base
Goal: Our students will possess core business knowledge.
Objective: Our students will demonstrate general knowledge of core business concepts.
VOTE: Approved unanimously

g. Ethics

Goal: Our students will understand ethical business frameworks.

Objective: Our students will recognize ethical frameworks under which business decisions are made.

VOTE: Approved unanimously

h. Final Review:

ACTION: Jennifer will send the goal and objectives to the Graduate AoL committee.

ACTION: Jennifer will send the goals and objectives to all committee members along with the minutes.

VI. Survey: The graduate survey ask faculty for “comments/recommendations” or “approved as written” for each goal and objective. The committee discussed adopting this format for the undergraduate survey but preferred the comment/recommendations section altered. The survey will list each goal and objective as separate line items with two options: ‘Approve’ or ‘Disapprove’. If ‘Disapprove’ is selected, the respondent will be required to provide an explanation. The survey link will be emailed to faculty with the goals and objectives listed in the body of the email as a preview. All Kelce faculty will be asked to respond to the survey. To ensure questions are directed appropriately, the body of the email should also contain a prompt to email jpursley@pittstate.edu or mgoedeke@pittstate.edu with any questions.

ACTION: Josh will create the survey.

VII. Taskforce: Committee members will serve as leads for the taskforce groups at the May meeting. Faculty who teach in the core should be asked to bring any assessments they feel might lend itself well for assessment. Our goal is to develop rubrics that can be used to assess a variety of assignments.

ACTION: Jennifer will send out an email invitation to committee members to identify a lead(s) for each taskforce.

- a. Professionalism Taskforce
- b. Critical Thinking Taskforce
- c. Knowledge-Base Taskforce
- d. Ethics Taskforce