

Undergraduate Curriculum Management and Assurance of Learning Committee

Meeting Minutes

Monday, September 28 2020, 1:00 p.m.

Meeting Facilitator(s): Fang Lin and Mary Jo Goedeke, Co-chairs

Secretary: Mary Jo Goedeke

In Attendance: Jae Choi, CIS
Bienvenido Cortes, Economics, Associate Dean for Graduate School of Business
Linden Dalecki, Marketing
Mary Jo Goedeke, Accounting
David Hogard, Academic Advising
Fang Lin, Finance
Shipra Paul, Management

Not in Attendance:
June Freund, Economics

Committee Meeting

The co-chairs of the UCM&AOL Committee, Fang Lin and Mary Jo Goedeke, called the meeting to order at 1:00 p.m. by Zoom meeting.

I. Curriculum Management.

David Hogard proposed a change to the admission requirements to the Kelce Undergraduate School Admission requirements. He presented a memorandum to the committee containing the proposed admission requirements. David Hogard explained that for various reasons the current language

requiring students to be admitted to Kelce Undergraduate School of Business in order to take 300 level courses and above within Kelce, has made it more difficult to enroll students in sufficient appropriate courses. This is occurring for a few reasons. First, students are more quickly completing general education requirements due to the Pittstate Pathways curriculum. Also, many students transfer in from other institutions and immediately have Junior status. Such students may still be missing one of the courses that is required for admission to KUSB, so they cannot be admitted, but they have met the prerequisites to take 300 level courses outside of admission to Kelce. The result is that during advising, that one or two courses, prevents the student from enrolling in classes that will count towards their degree. Therefore, he suggests an amendment to the admission requirement, specifically, that the admission to the Kelce College of Business should be modified to require admission to KUSB for courses within Kelce that are 400 level or above, rather than 300 level or above.

There was a general discussion regarding the changes. David Hogard demonstrated the issue by showing the committee a degree check of a student profile. David Hogard advised that because this change is limited to Kelce admission requirements, it would not need the approval of faculty senate. Jae Choi noted that MGT 310 Business Statistics is listed as an exception to enrollment for courses under 400 level, but that if students were allowed to enroll in courses below 400-level without admission, this exception would no longer be necessary. Bienvenido Cortes moved to pass the memorandum with the modifications suggested by Jae Choi. Linden Dalecki seconded. The proposal passed unanimously.

David Hogard advises he will discuss having the admissions requirements revised with Degree Checking and Registrar.

II. AOL

a. Assessments update

For the Fall 2020 semester the AOL goals regarding teamwork and critical thinking are up for assessment. An update regarding the progress was provided to the committee:

i. Critical/Analytical Thinking Assessment

Fang Lin advises that Shipra Paul and Choong Lee have developed rubric. Instructors provided Fang Lin with 5 questions that would be universally administered during exams for CIS 420. Fang Lin, Shipra Paul and Choong Lee worked together to develop a rubric for assessment.

Fang Lin presented the rubric to the committee for review and comment. There was an extended discussion about how the student's submissions would be scored. We discussed holistic and analytic rubrics and how we would objectively determine the number or percentage of students would be meeting or not meeting expectations. The committee also discussed how the committee would determine whether a sufficient percentage of students met expectations for the assessment.

ii. Teamwork assessment

Mary Goedeke advised the committee that she met with Mary Judene Nance regarding the teamwork assessment. She stated that it would likely be necessary to have a multi-part assessment rubric including a peer assessment regarding the "collaboratively working" portion of the learning objective and a second rubric to evaluate the "produce professional deliverables" portion. She advised that the group project involves various items that might be considered "deliverables" including two written reports, various analyses, and a group oral presentation. The Committee discussed the meaning of "professional deliverables" within the context of its own learning objective. It determined that professional deliverables should be broadly defined.

The committee generally agreed that the term should be defined to include "any product, service, result, or capability that may be produced in a business environment."

Linden Dalecki stated that he would like to see that not only the deliverable be measured, but also the professional quality of the deliverable and that if the student produced a result of true professional quality that be found to be "exceeding expectations" and if the result was approaching professional

quality that it would be considered “meeting expectations.” The committee will review the rubric once developed.

Bienvenido Cortes says that Dean Grimes attended the AACSB webinar last week. He mentioned that there would be webinars in November on the new standards and that we should consider attending.

The meeting was adjourned.

Mary Jo Goedeke, Secretary and Co-Chair