

# Undergraduate Curriculum Committee

College of Business Administration Charges 2016-2017 Academic Year

1. **Background:** AACSB accreditation standards require the assessment of General business and management knowledge areas. Currently, the CBA has limited assessment evidence for the following areas:

- Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution.

The CBA core course that addresses several of the aforementioned areas is MGT 393. The only assessment data the CBA has collected for this functional area is from 2010. In addition, there will be staffing challenges associated with MGT 393 in the future, which may make it difficult to offer the required number of sections to meet student demand. As such, the CBA should be forward looking with regard to the proper management of potential staffing issues.

**Charge:** Review the MGT 393 course, including learning objectives, assessment reports, and examine courses that could replace it (e.g., ECO 310, IS 401, MKT 386, etc.). Consider the feasibility of a course substituting for MGT 393 as well as menu approach to delivering the content required to cover the functional areas described above.

2. **Background:** Many undergraduate business programs have begun to offer coursework that is more data dependent (e.g., data visualization, econometrics, simulation, big data, and so on). In fact, many business schools have begun offering minors in business analytics, and some business schools list quantitative literacy as a learning goal for their business degree program. Attachment #1 provides an example of learning goals and objectives focused on quantitative literacy.

**Charge:** In an effort to provide CBA students with contemporary skills in the area of data/business analysis, investigate the following:

- Consider adding a learning goal and objectives for the CBA that specifically addresses quantitative literacy.
- Regarding quantitative literacy, CBA students are already exposed to the analysis of data in different courses. The depth and breadth may, however, be limited.
  - Assess the extent to which the CBA precore/core facilitates the development of quantitative/analytical skills.
  - Does the CBA precore/core expose students to enough quantitative/data analysis? Should CBA students be exposed to more of such analysis? Why or why not?
- Consider removing the MTH 175 requirement and replacing it with a Data analysis type course. Address the following questions:

- What are the pros and cons of such a substitution?
- What data-focused course(s) would be useful for CBA students with regard to improvement of quantitative/analytical skills?
  - Consider the development of a minor in business analytics. Review similar programs offered by other business schools. Examples include [Maryland](#) , [Ohio State](#) , [Florida State](#) , and many others.
- Existing courses that might fit into a business analytics program include the research methods courses offered by different CBA departments as well as courses offered by departments outside the CBA include BUS 230, ECO 307, FIN 437, MKT 367, HIMT 320, HIMT 370, IS 320, IS 220, MTH 405, MTH 440, and so on. Note that Ana Iglesias (MGT) will be offering a strategic analytics course in Fall 2016. If this class becomes permanent, it may also fit into a business analytics program.
- A business analytics minor would likely be more attractive to students if courses could count towards their major and the business analytics minor. As a result, one strategy might be to allow students to count a research/data course in their major as satisfying a requirement within one's major as well as satisfying a requirement for the business analytics minor. Identify course offerings by departments within the CBA that might satisfy such a requirement.
- After speaking to CBA faculty, there is the potential for the creation of a minor in healthcare analytics and leadership. As the UCC explores the prospect of a business analytics minor, we recommend that the UCC reach out to the faculty interested in developing such a program (e.g., Mary Hamman and James Gillespie).

**3. Background:** It is common for courses in the CBA precore/core to require team based projects. The processes for developing project teams in the CBA precore/core, as well as the level of direction and support for students' developing effective teamwork skills seems to vary greatly across courses and sections. Students who have not effectively developed teamwork skills may be disadvantaged upon graduation, as such skills are highly valued by employers.

**Charge:** Explore whether the CBA precore/core adequately builds teamwork skills. In addition, make a recommendation regarding whether team work related skills should become a CBA learning objective. If that is the judgement of the UCC, provide some ways in which such a learning objective might be assessed in an informative way.

**4. Background:** The CBA's 2015-2016

UCC was charged with examining whether CBA students should be allowed to take upper division courses prior to the being admitted to the CBA. Below is the official charge to the 2015-2016 UCC:

*Currently upper division (300400 numbered) courses offered by the college require admission to the business program for CBA majors with two exceptions: Economics courses, FIN 360 and ACC 321 (for Accountancy majors). All other exceptions require dean approval. Gather data relevant to the implications of allowing each department*

*one course exception (similar to that granted for ACC 321) with language as follows: "XYZ majors are allowed to register for XYZ 3xx before being admitted to the business program."*

An email was sent to department chairs to determine the pros and cons associated with such a change. This exchange is provided into Attachment #2.

**Charge:** Follow up on the 2015-2016 UCC's efforts to engage departments on the possibility of allowing CBA students to enroll in upper division courses prior to being admitted to the CBA. Identify the strengths and weaknesses of such a change in policy.

5. **Charge:** Be proactive in making suggestions and identifying curriculum issues that should be addressed during the 2015-2016 academic year.

6. **Charge:** Write the charge for the CBA's 2017-2018 UCC.