



## **CBE College Curriculum Committee**

### **1<sup>st</sup> Meeting Minutes**

**October 25, 2018 - 10:00 am – VBT 411**

In attendance: Brian Du, Chongqi Wu, Ryan Lampe, Rajan Selvarajan, Yi He, George Low, Eric Fricke, and Sandy Luong

This academic year will include a number of Assurance of Learning processes and curriculum improvements.

1. Yi He was elected as the chair of the CBE College Curriculum Committee for 2018-2019.
2. AoL procedures document changes to address process improvements and AACSB accreditation recommendations.

Changes to AoL procedures driven by need for better organization. Instead of having a curriculum committee and an AoL subcommittee, we will dissolve the AoL subcommittee and replace it with program committees.

Faculty will focus on specific programs. There will be one for each program.

MBA program is looked at as one program (including MSBA, MSA) because AACSB views them all as one.

Every program has people that are supposed to meet periodically to talk about assessment, and ensure it is happening. Every committee will have one person that Sandy communicates with.

3. AoL Annual Report review and acceptance to move to Dean.

Curriculum committee reviews the AoL report. Faculty looks at what was done for AoL, makes or proposes changes, which then goes to the Dean for acceptance. The AoL report will go up on the website.

May be able to combine AoL report with CAPR report.

4. Curriculum revisions through Curriculog.

Curriculum revisions will be coming through Curriculog. Any requests through Curriculog will go through Admin. Counsel first, and then Eric approves them.

MSBA program has a number of course requests/revisions – mainly for converting to hybrid and changing prerequisites. There are also BSBA program related changes that need to be further reviewed.

Sandy: Currently working on ILO Assessments, which are Institutional Learning Outcomes. These are program learning outcomes for the University which is a second layer of AoL, and used for WASC accreditation. The University wants each individual program to assess their own programs. Since, there is a commonality between ILO and AoL, CBE can submit own program learning outcomes and reports, so no extra layer of assessment is needed. However, two programs need additional mapping (MBA and MS Economics).

ILO wants a universal rubric for graduate level. However, we are unable to create universal rubric for quantitative analysis, as it would be different for both MSBA and MSA programs. For this current year, temporarily agreed to stick to current method of basing it on what was done for AoL.

5. Announcement of committee meeting times if not per CBE Bylaws.

Current CBE bylaws state that the curriculum committee has to meet every two weeks at a certain time. In the past, this has been altered due to the availability of the committee. Make sure to communicate with all CBE faculty about when meetings will be held, so that they can attend if they wish to communicate opinions or issues.

6. Meeting minutes to be collected and posted on website.

This is the webpage minutes will be posted on:

<http://www.csueastbay.edu/cbe/faculty-and-staff/committee-minutes.html>

7. Per Dean Low, here are subjects to think about for future AACSB accreditation:

CBE needs to think about how to respond to changes in the market, and what employers want to see students improve on. Perhaps have some sort of formal survey to send out to employers and alumni on what quantitative and soft skills they expect/want from graduates.

In talks with various big companies around the Bay Area, two trends emerged:

- 1) Students need more current technological skills. They need to know how to use current software that companies use.
- 2) Students need to improve on soft skills. (Ex: interviewing, networking, and communicating and writing effectively)

- a. Currently only have one class to address communication skills, but how much are students retaining or learning? Look at possible changes in curriculum to address the need for soft skills.
  - b. Example from other universities: Implement three course sequence that are full semester courses, from freshman to junior year. However, would be tough to implement due to limited number of core hours.
- 3) Traditional quantitative courses required in core are being revisited by many business schools, particularly in undergraduate programs. Requirements for economics, statistics, calculus, and accounting in 1<sup>st</sup> and 2<sup>nd</sup> year are being changed and revised in many business schools.

Ideas adopted by other business schools:

- a. New “quantitative business methods” sequence initiated.
- b. Most common approach: Have business faculty teach quantitative courses like statistics and calculus, as it will be more applied and relevant to students’ careers in business. (More software, business problem oriented.)
- c. Suggestion for non-credit graduation requirement to address students’ lack of soft skills. (ex: “Business Skills Development” workshops)
- d. In some business schools, students have to apply and interview to join their business program.

May be helpful to look at job advertisements for specific skills companies want. (Can refer to Career Development Office, or University Extension’s job database.)

**NEXT MEETING: November 8, 2018 at 10:00 am, VBT 411**