

BSBA Program Committee Recap
May 10, 2019

Attendees: Eric Fricke (Chair), Ekin Alakent, Filippo Rebessi, Joon Hee Oh, Robert Lin and Sandy Luong

Topics:

1. Changes to curriculum map. Update on curriculum committee review.
 - a. Changes were reviewed and unanimously approved by curriculum committee.
2. Review Fall 2018 assessment results reports:
 - a. Shared snapshot of all results (ppt slides), printed copies made available.
Detailed reports of each assessment were provided prior to meeting.
 - b. BSBA LO 2A: Quantitative Methods
 - i. Discussed discrepancies between on-ground and online
 - ii. Assessed course ECON 380 may change and no longer contain calculus, which would also change the assessment assignment.
 - iii. Should we move the assessment to another course?
 - iv. Determination:
 1. Options:
 - a. Continue testing assessment in ECON 380 to monitor changes with calculus component
 - b. Assess back in MGHMT 3100
 - c. Develop way to assess in Capstone using compxm
 2. Evaluate all 3 methods stated above and see which method of assessment is best.
 - c. BSBA LO 2B: Use of Technology
 - i. Regarding the accounting course, assessor used an Access assignment and thinks an excel assignment would have been more appropriate.
Discussed plans to redo the assessment in Fall 2019.
 - ii. What can we do when we meet expectations?
 1. Options:
 - a. Raise the benchmark bar?
 - b. Look at individual traits?
 - d. Capsim Report for learning objectives (1A) Functional Knowledge and (1B) Critical Thinking
 - i. Discussed inconsistency in results over time. Possible need for more training of faculty, particularly new faculty in Fall 2019.
 - ii. Feedback:
 1. Involve faculty from more foundational courses. Suggestion, have other faculty get more experience with the simulation so that they can reinforce certain concepts in their own courses.

2. This way main fundamental concepts are being reinforced throughout the program in core courses prior to capstone course.
 3. A common problem is that when students take functional courses, they don't think outside the box in terms of how it can impact a company in context – similar to how students can do the assignments but can't apply the concepts on exams.
 4. How to approach?
 - a. Administrative council?
 - b. Seeing comp-xm questions would be helpful
 - c. Allow each department to review capsim and see what they can do?
 - d. Have management and finance/accounting faculty speak with each other?
 - e. Possibly have capsim teaching faculty identify list of concepts to share with other departments.
 - f. Run sessions where strategy faculty invite finance/accounting/etc. faculty and they share what topics are discussed and how so that faculty can be in line with how concepts are being taught and how they link to actual situations. Faculty can learn from each other. Disciplinary faculty can learn from strategy faculty and vice versa on how to better teach students these fundamental concepts better in a way that allows them to apply that knowledge.
 - g. Create a 1-pager by department to identify core concepts and how they are being taught?
 - h. This way disciplinary faculty share with strategy faculty and collaboratively discuss how to teach these fundamental concepts better.
 - i. Fall 2019 – Faculty meetings
 - ii. Summer 2019 – Sharing questions students are struggling with the most for each department? Faculty playing the game?
 - iii. Talk to gen faculty about what is capsim and why use it and what faculty can do to support students.
 - iv. Capsim "Retreat"
 - v. Invite capsim reps too (conference in)
 - vi. Start with accounting and finance
3. Next meeting Fall 2019 to review remaining learning objectives that are being assessed Spring 2019.