

**Minutes of All-School Meeting
October 17, 2013**

Announcement by Dean Hopkins: Provost Tramontano is on medical leave, working from home on a limited basis, until after the holidays. Please do not e-mail him.

Susanne Scott presented an overview of Assurance of Learning (AOL) process:

- A shared web folder or other site for information will be created to post information about the process and progress of AOL.
- All Faculty will receive an e-mail with the PowerPoint slides shown at this meeting [see attachment], to review and discuss in their department meetings.
- Dean's projection for obtaining accreditation is 6-7 years from start; S. Scott believes it can be quicker—aiming for 2017.
- There are major decisions at the front end of the process—this fall and spring. The action implementation will be done over a longer time frame. AOL cycle: School should not rush to get through the initial stages as the decisions made now will determine the effort needed for the next 3 – 4 years.
- Learning Goals: Must determine what we want our students to look like and what we expect them to do after they graduate.
- Last year's AOL committee (Chaired by Josh Fogel, began the work on the learning goals: They recommended the following:
 - Written communication: More discussion needed on this goal. Whose responsibility—School of Business or English department? We are graduating them, so we have some responsibility.
 - Information literacy: students must be able to acquire and use information in a way that suits their purpose.
 - Ethical behavior
 - J. Fogel: Some faculty recommended including "Social responsibility" in this item; others felt that wording implies a certain viewpoint not universally shared. S. Scott: This is the kind of dialogue needed in the departments.
 - Diversity awareness
- Assessment: How do students demonstrate that they have learned these four [preceding] concepts?
- S. Scott noted that the definitions of the learning are taken from some used at other AACSB schools and accrediting organizations. They are examples only. AACSB specifies that the goals need to be determined by the faculty in language agreed upon by the faculty.
- M. Bassell: The learning goals seem generic—no indication that they belong to a School of Business. S. Scott: these are broad goals for all business students and are skills-based. Content goals are implicit as the accreditation standards themselves already specify that students must have broad fundamental knowledge of all business disciplines.

- H. Friedman: Other schools have found that a larger number of goals are harder and more expensive to implement. S.Scott: Given the sophistication of AOL programs today, it would be hard to find a school with only four learning goals. The standards and expectations related to AOL have become more rigorous over time.
- S.Scott: The goals in the examples provided are already stated in the strategic plan. [AACSB will question why the learning goals are not congruent with the strategic plan. Global competency is missing from the Plan, but it is embedded in the curriculum. Why not make it a goal.
- Y. Klein: Quantitative skills are necessary, but are not in the learning goals. S. Scott: You need more than four goals, and we will add this for more faculty discussion
 - M. Grayson: Will AACSB request more than four goals? S. Scott: It is highly likely. We will check with the Dean regarding his experience with this.
- Faculty are already doing many of the things mentioned in the Strategic Plan but are not measuring and documenting, which is a procedural issue
 - C. Clarke: Can the goals be accomplished in four years? S. Scott: Learning goals do not have to be accomplished per se. They have to be measured before the accreditation committee makes their visit and we need to show we have used the results to make improvements on some of them.
- [AOL Tasks for 2013 slide] AOL committee will help departments with the process. Members are Dov Fischer, Veronica Manlow, Satina Williams, Hershey Friedman, and Michael Grayson.
 - The committee is requesting course syllabi in order to evaluate what learning opportunities we are providing students. Syllabi should be submitted without professors' names on them.
 - In the spring 2014 semester, samples of student work in BUSN 4200W will be collected. One assignment will be assessed on a standardized rubric, to determine how big the problem with students' writing is. The next step will be to determine what to do about it. Could be to move the intensive writing course back down the curriculum to give the opportunity to practice the skill.
- Large class sizes and no graduate student assistants to grade written assignments/tests make it difficult to promote student communication skills.
- R. Cherry: It is difficult to improve/enhance student writing skills when the college has so many unprepared/weak students. We must restrict admission.
 - The lower 25% of our students should not be in the business program, but the Provost is concerned about retention.
 - We have 30% fewer freshmen than in the past.
 - Transfer students try to take courses here before finishing community college.
- S. Scott: We can try to take incremental steps toward improvement.
- M. Langbert: We need prerequisites, gateway courses.
- S. Scott. We need to gather data to generate these types of conversations and debates, and determine what we can and cannot do.
 - The writing problem is nationwide.

- Critical thinking skills and problem-solving skills can be facilitated through a combination of classroom work, projects, and sending (some) students into the field.
- S. Scott will contact some professors individually to discuss exams. If multiple-choice exams are used in the course, is professor including any problem sets in it?
- S. Scott will then map the School of Business curricula across the departments.
 - We don't have an introductory "Welcome to Business" course.
 - What foundation courses do we offer? Macro-economics, micro-economics, stats, ethics (but it is currently optional in some of our degree programs)
 - AACSB has a clear statement that all business students should be conversant with the basics of marketing, management, finance, and accounting. See the chart of AACSB-accredited schools in NYC.
 - Analyze where students start, how they progress, where they end up.
 - Discuss with faculty the process of collecting artifacts from the courses, as well as what to collect.
- R. Cherry: Micro and macro are foundational. Does that mean that a more introductory survey would not be in the core? S Scott: Probably not, but we will look at the data; the core varies across colleges. Furthermore, the core is not owned by any one department or program.
- S. Scott: Until we have an agreement on learning goals, I cannot go further in the process. We will take a vote in the next college meeting on these four learning goals.
- J. Fogel: AOL is not just for undergraduate curriculum, but also graduate. We also need separate assessments for the BS/MPS program with the computer department. S. Scott: The core is only relevant for undergraduates. For core cross-listed courses, the faculty qualifications are counted in our totals, and assessment of student learning must be done.
- M. Langbert: More goals are needed to address changes in the economy. Although some learning goals may be good educational goals, to evaluate our courses we must know what NYC employers want, and predict where the job market and economy are headed.
- S. Scott: It is hard to build an alumni community for a public university. Next semester we need to undertake a survey of alumni, with no respondents contacted by phone or e-mail. This is a major undertaking that costs money. We can use students to call students.
- Departments should put together advisory boards comprised of people in the discipline, with lots of experience, who are still working, and who are willing to contribute their ideas of what graduates in that discipline need to find a job and be successful in it. They could have one meeting per semester. This is something the Chairs need to organize and must be done by the end of this academic year.