

Continuous Improvement Committee Minutes

Coggin College of Business
Friday, June 16, 2017 10:00 am
Bldg 42 Room 2004

Present Voting Members: Cheryl Frohlich (Chair), Mary Beal, Bruce Fortado, Dana Hart, Nathan Kunz

Not Present Voting Members: Greg Gundlach

Present Non-Voting Attendees: Chris Johnson (Associate Dean), Ashley Faulkner (Writing Center), Megan Possinger (Institutional Research and Assessment)

1. **Approval of Minutes from Prior Meeting**—February 21, 2017 minutes were approved.
2. **Continued Discussion on the following proposal that was passed unanimously during the November 17, 2016 meeting: All majors within the College of Business replace the major requirement SPC 4064 Public Speaking for Professionals with a 3.0 credit hour Business Communication Course that encompasses all business communication (electronic, oral, written, etc.).**
 - a. Ash and Chris requested feedback relative to the employer survey drafted by Ash. This survey will be sent out to employers to gain insight about the perceived communication skills and desired communication skills of their new hires.
 - b. Chris told the committee that the target time frame for sending out this survey to the business community is early July. We should be able to evaluate business community feedback in Fall 2017.
 - c. Bruce Fortado visited some of the Speech 4064 classes. He reported that delivery of the content for that class is inconsistent thereby devaluing the class. Some of these speech classes are offered online while others are offered face to face. There is considerable variability in the rigor of individual classes. Bruce reports that the main advantage of this course is the job interview role play which can be conducted through our career center.
 - d. Chris provided various analyses of students' oral communication skills in SPC 4064 for Fall of 2014 and Spring of 2017. Chris emphasized that the information provided is for reporting purposes only. Megan made some suggestions regarding evaluation of the data provided. Specifically, look at AACSB template rubric for next time.
 - e. The committee discussed various assessment issues such as comparable evaluation scales (4 point vs. 10 point), what to include in rubric, major level vs. general knowledge assessment, etc.
 - f. Megan and Ash suggest that the rubric used be simplified regardless of which rubric we ultimately choose.
 - g. Chris reiterated that if we move to ENC 3250, we will have much more control over both content and assessment than we currently have in Speech 4064. An added benefit of this would obviously be greater consistency of delivery.
 - h. Chris discussed this issue with the department chairs who were initially in favor of us requiring ENC 3250. However, the chairs were under the impression that we could require ENC 3250 while keeping SPC 4064 in the curriculum. After Chris' initial meeting, we all learned that we must eliminate something to require ENC 3250. SPC 4064 seems to be the logical choice for elimination since students do give oral presentations in other courses.
 - i. QEP (Qualitative Enhancement Program) was approved, ensuring that resources will be available for ENC 3250.
 - j. A motion was made that we move this issue forward to the Undergraduate Curriculum Committee. It is requested that the UCC review and consider requiring that all majors within the CCB replace SPC 4064 Public Speaking for Professionals with ENC 3250 Professional Communication for Business. All committee members present voted "yea" in favor of this motion.

- k. Cheryl suggested that if this motion passes in the UCC and the faculty also vote to approve the curriculum change, that the writing center (i.e. Ash) give an annual reporting of student outcomes at the college wide meeting.
3. **Accreditation Report—Still Pending.** Chris reported on this issue that at the Executive Committee meeting each Chair was asked to come up with one discipline specific learning objective, as well as to provide a rubric to measure it. Two learning objectives would be better. Chris points out that SACS will be a much more discipline specific review process.
4. Megan provided some insight regarding assessment stating that each area of CCB will need to come up with five to seven concepts that all majors within a particular discipline should know. We need two data points for each of these. These concepts must be developed with the support of the Chairs. One key component of this assessment process is to ensure that students demonstrate their logic and thought processes in problem solving.
5. Chris is working on putting together a revised Plan of Accreditation that will outline a systematic approach to doing assessment that will be used going forward. Ideally, we will develop learning objectives for both SACS and curriculum development. Some of these LO's can be assessed through the writing center but most would be assessed "in-course".
Alternative 1 – Consider that junior/senior courses are discipline specific whereas freshman/sophomore courses are not. We would need to be sure that we assess discipline specific LO's for students within that major.
Alternative 2 – We might consider an ETS by major.
Alternative 3 – We might consider an ETS with a general section followed by a discipline specific section.
6. **ETS Exit Exam Review**—Chris Johnson will send out an electronic link (again) so that each CIC member can review the questions on the ETS Exit Exam. Feedback on this ETS Exit Exam will be discussed at the next meeting.
7. **Adjournment**—the meeting was adjourned at 11:45am.