The Memorandum of Agreement (MOA) between the Undergraduate College of Commerce and the University Program Review Committee covered several issues. This document is a discussion of the progress that the Undergraduate College of Commerce has made on these issues since the MOA was signed in October, 2000.

**Academic Advising**

The Undergraduate College of Commerce agreed to work to improve undergraduate student advising, especially by improving the communication among faculty and staff advisors at both the college and department levels. The web page for the Undergraduate Commerce Advising Office is new, and students eventually will have the ability to check their course histories on this web page. This portion of the web page is not yet available due to the transition to PeopleSoft. Our Associate Dean for Academic Programs serves on a university-level policies and procedures committee. This committee has been active in creating the infrastructure for this feature so that it will be available for students once the software is ready. There is a good deal of work involved in uploading student information to this new system and the PeopleSoft transition team does not yet have a promised date for completion of this task. However, once it is ready, we believe that this will be a tremendous benefit to students as they plan their future coursework.

The Assistant Dean for the Undergraduate College of Commerce continues to sit on the Undergraduate Commerce Curriculum Committee and actively brings issues to this Committee. All new advisors receive up-to-date training so that they are aware of the existing curriculum and the changes that go through this committee.
Curriculum: Program Prerequisites

The Undergraduate College of Commerce agreed to continue its work with the associate deans, department chairs, and the College Undergraduate Curriculum Committee to refine and articulate the prerequisite sequence for its degree program. As mentioned above, we are still waiting for student course history information to be uploaded to the new PeopleSoft student data system. However, the Associate Dean for Academic Programs and the Assistant Dean for the Undergraduate College of Commerce have worked in close proximity on prerequisites. All prerequisites are being reviewed and a process has been implemented to insure the integrity of course descriptions and prerequisites. In the past, a department could indicate that completion of Phase I was a prerequisite for a course. This has been changed so that individual courses must be listed as prerequisites. Additionally, Commerce students now do not have to finish all of the Phase I courses before taking Phase II courses. Rather, the minimum Phase II entry course requirements are BMS 125, 126, and 142 (or equivalent) and three of these five courses: ACC 101, ACC 102, ECO 105, ECO 106, and BLW 201.

In the past, student transition from Phase I curricular requirements to Phase II was also made difficult due to insufficient offerings of the ENG 202 and the departmental quantitative foundations courses. After a review of the course content of the ENG 202 course, the Undergraduate Curriculum Committee has moved this course from a Phase I requirement to a Phase II requirement. Additionally, more sections of this course are being offered. Since the quantitative review course carries only two credit hours, it is more easily taught during intersession periods than a four credit hour course, and such intersession offerings have also increased.
Collection and Analysis of Data on Student Academic Quality

The Undergraduate College of Commerce agreed that it will continue to work with OIPR to collect and analyze data available on the academic performance of its undergraduate students. More information is now available and will become available when the students' academic histories are entered into the PeopleSoft database. This will allow for more tracking of student performance. The College of Commerce Assessment Committee will begin a project to analyze student performance when the information becomes more easily available. In the meantime, the College currently uses graduating student surveys (which include student assessments of their attainment of the University's learning goals) and the EBI Benchmarking surveys as input when measuring student success. Additional work is needed on the following:

- Data are particularly needed on the academic performance of incoming students, currently-enrolled minority students, and transfer students.
- Though ACT and SAT scores can be analyzed for what they can tell us about future academic success, more study is needed on how undergraduate Commerce students perform academically as they complete their coursework at DePaul.
- Collection and analysis of student data can provide relevant information for decisions about the College's curriculum and about student academic support services, and the university agrees to support the college in its attempt to collect this information from the appropriate university offices.

Technical and Quantitative Literacy of Students

The Undergraduate College of Commerce agreed to address the need to improve the technical and quantitative literacy of its undergraduate students. Currently a research project is under way that will assess the effectiveness of the BMS sequence in preparing Accountancy and MIS students for their upper-level coursework, and results are expected within a few months.
The two-credit hour departmental quantitative methods courses all require the use of Microsoft Excel and are designed to enhance and reinforce students' quantitative skills. Pre- and post-assessment data have been collected in the ACC 202 course since Spring quarter of 2000, and the results indicate that the course is successful in reinforcing the quantitative topics determined necessary by the School of Accounting and MIS faculty.

In addition to the above assessments, the College continues to use graduating student survey results and the EBI benchmarking data to assess student technical and quantitative skill development.

Transfer Students

The Undergraduate College of Commerce agreed that it needed to improve the way it addressed the special needs of transfer students. This issue can be addressed once the PeopleSoft database contains the students' academic histories. In the meantime, the OIPR graduating student survey results are summarized for transfer students as a group, and this data, as well as the EBI Benchmarking data, can be used to determine which needs of transfer students are left unfulfilled. The January, 2000 OIPR graduating senior survey results show that transfer students rated their attainment of seven of the University's eight learning goals more highly than did native DePaul students, but these results are University wide. The College believes that the two-credit hour departmental quantitative methods courses will greatly help to improve the technical and quantitative skills of transfer students as they are unique courses and, as such, not covered in articulation agreements. Although transfer students come to DePaul with disparate math and statistics courses, all will need to take one of the departmental quantitative methods courses.

Comprehensive Student Support Programs

The Undergraduate College of Commerce agreed to continue its work with existing university student support systems, which it has done. The University's Office of Teaching, Learning and Assessment has concentrated much of its efforts this year on programs that will help faculty increase the writing skills of students. There have been many well-attended workshops in DePaul center, and Jerry
Mulderig of the First-Year Writing Program has made the capabilities of the Writing Center well-known to Commerce faculty in attendance at these workshops.

As soon as the oft-mentioned PeopleSoft database is complete, the College Assessment Committee can look to methods to measure and monitor student progress. It is hoped that an early-alert system that is not reliant on faculty submission of mid-term grades can be developed. Currently the Athletics Department and the Office of Multi-Cultural Student Affairs do have an early-alert system that benefits many Commerce students.

Promotion and Tenure Process

The College agreed to investigate ways to improve its promotion and tenure process. A task force was appointed to review the process and make its recommendations. The task force recommended:

- The establishment of a College level Committee on Promotion and Tenure
- Department Chairs should not be permitted to apply for promotion or tenure while they are serving as chair.
- Every department should review its current P & T procedures to ensure that they are consistent with the procedures contained in the Faculty Handbook. Any procedures not followed that are required by the Faculty Handbook should be added.
- Each department should disclose its procedures as fully as possible to a tenure-track faculty member as early as possible in his/her career.

Dean Art Kraft and the college Administrative Committee agreed to these recommendations on June 19, 2001.

Evaluation of Faculty Service
The MOA suggested that the College of Commerce annual report of faculty activities be amended so that faculty responses could be a better measure of faculty service. In the past, the question asked faculty to simply list the committees on which they served during the year. The question for the 2001 reports is currently being amended in line with Faculty Council's new service policy document, and will ask faculty to assess the time, energy, and other resources committed to each listed service item.

**Faculty Diversity**

The Undergraduate College agreed that its recruiting processes should continue to make every effort to include women and minority candidates. The College hired 14 people into full-time positions (tenure track and non-tenure track) during 2000/2001. Of these, nine (64.3%) were male and five (35.7%) were female; nine (64.3%) were whites and five were minorities (35.7%). The College has recruited two minority faculty members who will join us in Fall 2001. Discussions are in progress with two additional minority faculty candidates who may join us in Fall 2001.

In addition, 100% of the people who were promoted and/or tenured in 2000/2001 were minorities or females:

- Two white female faculty members were promoted to Full Professor.
- A female minority faculty member was awarded tenure and promoted to Associate Professor.
- A male minority faculty member was awarded tenure and promoted to Associate Professor.

The table below shows how the College of Commerce faculty compares to the relevant labor market (as reported by AACSB International - The Association to Advance Collegiate Schools of Business). Data are reported from 1998/1999 (when we submitted our self-study) and from 2000/2001.
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**Undergraduate Evening Program**

The Undergraduate College of Commerce has seen a decline in its evening program enrollments, and hence will not continue its efforts to offer more classes in the evening program. The evening courses have many full-time-day students and non-degree-seeking students enrolled in them. The Undergraduate College's day-student enrollment is where the growth is now. There is a tremendous demand for rooms on the Loop Campus during the evening hours. When this demand is coupled with the priority of attracting Goal II evening graduate students, the opportunity to offer evening undergraduate courses is limited and declining at an ever-increasing rate. The priority is to schedule more graduate classes and cut back on evening undergraduate classes in the Loop.

**Alumni Data**

The College has established a Class Agent program to cultivate graduates. This first year of the program focused on graduates of the undergraduate program and next year it will focus on graduates of the MBA and other graduate programs. The College has also taken significant steps to secure and maintain better records on alumni. The next major step is to renovate the web sites within the College in order that it can better communicate with alumni.