

Fogelman College of Business and Economics
Close the Loop Improvements Implementation
Bachelor of Business Administration (BBA) Degree
Spring, 2013

General	Recommendation	Action	Improvement
1	Assessment should be carried out in capstone courses whenever possible. If there is no appropriate capstone course, then the assessment should be done at the highest-level class appropriate for the goal.	Review capstone courses and place as many assessments in those classes as possible.	The MGMT 4710 capstone course was reviewed with faculty. Several of the objective measurements were moved to direct assessment in this course for future assessment cycles in order to assess students as near as possible to their date for completing the academic program.
3	Assessment should be carried out in classes taught by full-time faculty whenever possible.	Determine the full-time faculty available to assess objectives.	The assessment process mandated that future assessment of learning will be conducted by only by full-time faculty—no teaching assistants to be included.
3	Assessment should be carried out in more than one section of a course, and all sections where the assessment takes place should use consistent methods agreed upon by the faculty teaching the course.	Identify courses and sections appropriate for assessment and check to be sure <u>that</u> consistent methods will be used by those faculty members.	The assessment process must involve multiple sections for future assessment. Although this has been generally true in the past, it has been mandated for future assessment cycles.
4	Students should be given more writing assignments. The committee recommends that at least 2 writing assignments be required in every section of every course where class size in not prohibitive.	Require more writing in courses across all programs. Students should be writing in courses other than <i>MGMT 3510</i> . Assignments may be of varying lengths and may or may not require research of some kind.	Department chairs and faculty identified several courses in each department to include writing assignments each semester. Department chairs have been monitoring course syllabi to assure implementation.
5	Reliance on multiple choice and true/false exams should be reduced in classes; however, class size should be considered in the implementation of this recommendation	Replace 10% of an objective exam with essay questions. If class size is a prohibiting factor, just one essay question would be helpful.	Department chairs agreed to implement a policy to result in a minimum 10% reduction in the number of multiple choice exams to more writing practice.

			This plan has been implemented in all departments in the college.
6	Students need more instruction and practice in oral communication skills including brief presentations, practice interviews, debates, and other similar type of activities.	Initiate short presentations in classes.	With the exception of large sections, several courses in each department were identified to include short oral reports to improve this skill. This plan has been implemented in all departments in the college.
7	The Fogelman Promise Code of Professionalism should be included in the class syllabus for all BBA classes and should be discussed by faculty with the students in their classes.	Distribute an electronic copy of the Fogelman Promise for Students to all faculty for inclusion syllabi.	The Associate Dean provided a copy of the Fogelman Promise Code to each department for distribution to faculty to make students more aware about this program to promote professionalism. This Code has been distributed and discussed with students in each department.
Specific	Recommendation	Action	Implementation
8 Goal 1	Consideration should be given by Undergraduate Advisors to suggest that students enroll in the "Argument and Debate" course offered by the Communications Department as an elective.	Identify this class as one that would be helpful to students.	Undergraduate Student Services recommended that students consider the "Argument and Debate" course as a general elective for the degree program.
9 Goal 1	Consideration should be given to making it easier for students to participate in Toastmasters.	Inquire about scholarships to aid students who cannot afford the fee. Research the possibility of designating a class just for Toastmasters.	Each department in the College agreed to provide supplement funding to permit students with low income to enroll in the Toastmasters program. The College funded enrollment for students with low income backgrounds.
10 Goal 1	Whenever possible writing assignment should have some research component.	Identify assignments where minimal to heavy research would be required so that students could have experience in finding and using research material.	Faculty agreed to introduce at least one assignment each semester that requires some research component in all appropriate courses.
11 Goal 3	Students need to develop their own sense of good ethics. As students continue in their courses, they will need to evaluate the effects of their behavior on other stakeholders.	Provide opportunity for classroom discussion on ethical principles. Help students to see the consequences of their actions.	Faculty members include a discussion of ethics relating to the course content for each appropriate course in the College curriculum.
12 Goal 3	Each class in the FCBE should devote time to the study of ethics in	Include instruction on ethical behavior in every class. Where	Faculty members include a discussion of ethics

	a way applicable to the course content.	possible relate this to business cases that have an ethical component.	relating to the course content for each appropriate course in the College curriculum.
13 Goal 3	A repository of ethical videos with presentations by business professionals should be developed for the use of the entire college.	Collect cases, videos, and documents in a central repository for faculty to review and use in classes.	The Know Good, Do Good, Thrive Committee provides materials relating to ethics. These materials have been made available to all students in the College.
14 Goal 3	The committee recommends future assessment of ethical factors (goal 3) in the business environment be measured in <i>MGMT 4710, Strategic Management</i> , which is a senior-level capstone class taken by all BBA students.	Assess the goal after students have had more opportunity to understand ethical behavior as related to business.	Assessment of all objectives relating to ethics will be conducted in MGMT 4710 during the next assessment of learning cycle.
15 Goal 5	Assessment of goal 5 should be done in MGMT 4710.	Assess at the capstone level.	Assessment relating to all objectives for Goal 5 will be conducted in MGMT 4710 during the next assessment of learning cycle.
16 Goal 5	Whenever possible, students in all classes should be required to use business analysis technology to create informative business presentations.	Require students to have business presentations in as many classes as possible and to use business analytical tools where applicable.	Faculty members agreed to include business presentations using business analysis technology in all appropriate courses where high enrollment is not prohibitive.