

**Fogelman College of Business and Economics**  
**Close the Loop Improvements**  
**International Master of Business Administration (IMBA) Degree**  
**Spring 2017**

<b>Goal</b>	<b>Recommendation</b>	<b>Action</b>	<b>Improvement</b>
<p><b>Goal 1:</b> Graduates will be effective leaders</p>	<p>The committee feels students need more training in how to apply leadership, which is largely a matter of communicating organizational goals and motivational aspects of reaching them. As this is a skill best gained in the experience of the quality, it may well be that the classroom is not the best setting for developing applied leadership skills. Yet, to the extent that both applied leadership objectives imply the effective communication of the leader's vision to followers, it seems reasonable that additional training in managerial communication might be effective.</p>	<p>The committee suggests that the present management class focused on leadership (MGMT 7135) be expanded to include a module on managerial communication as a function of leadership.</p>	<p>(To be updated after implementation of recommendations.)</p>
<p><b>Goal 3:</b> Graduates will be critical thinkers and problem solvers.</p>	<p>The committee recommends that content addressing social, ethical and cultural issues is added and/or emphasized throughout the IMBA program curriculum. There should also be an increased use of case studies and discussion that address social, ethical and cultural issues as they apply to organizational strategies, structures and systems is recommended throughout the IMBA curriculum</p>	<p>In addition to follow through on the goal 3 recommendations, the committee suggests that the assessment for Goal 3 take place in ACCT-7080 (Corporate Governance &amp; Business Ethics) as it is more closely aligned with the emphasis of social, ethical and cultural trends.</p>	<p>(To be updated after implementation of recommendations.)</p>

<p><b>General recommendation for improving the IMBA program and its assessment process.</b></p>	<p>Ensure that the courses used to assess the IMBA program are appropriate for that purpose with emphasis on the nature of the course content and the number of IMBA students in a given section to be assessed.</p> <p>Ensure that the variability in assessment outcomes for a given objective is not just a function of the individual assessment approach within a given section.</p> <p>Assessment and analysis of the IMBA program should be only in IMBA sections and avoid comingling of IMBA students with MBA sections.</p> <p>Examine the method of collecting data for all three of the MBA-related programs including the optimal courses and recommended assessment activities.</p> <p>Take steps to ensure that the recommendations for curriculum change produced through the CTL process are implemented within the program.</p>	<p>Coordinate with the IMBA Program Director and the FCBE Director of Assessment to identify optimal sections for assessing the IMBA program.</p> <p>Review the assessment scoring methodology for different objectives and across sections to ensure the reliability of the scoring outcomes.</p> <p>Ensure that all IMBA assessments are conducted in IMBA-designated sections.</p> <p>Work with faculty involved in assessment and the Director of Assessment to explore more consistent and transparent assessment instruments for each objective.</p> <p>Develop and implement at documented feedback-loop process for each set of CTL outcomes and recommendations that communicates to the impacted academic community the suggested changes and captures confirmation of their application.</p>	<p>(To be updated after implementation of recommendations.)</p>
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