

FCBE Assurance of Learning Oversight Committee

12/8/2016 Meeting Agenda

FAB 2028 Conference Room, 1:30 - 2:30PM

Members:

Dino Silveri, Charles Pierce, David Kemme, Dan Sherrell, Craig Langstraat, Brian Janz

Topics:

1. Call to Order1:30PM
2. General Discussion (Committee's purpose, goals, etc.)..... 5-10 min
3. Calendar of Assessments for FCBE (rolling schedule by degree)2-3 min
4. Update on 2016-17 Aol activities (BBA, BBA-ACCT, MS ACCT}).....5-10 min
5. Degree-Specific Discussions:20-30 min.
 - a. PhD process changes (Qualtrics, Program Assessment, etc.)
 - b. MSIS - new degree program to assess
 - c. Accounting- new rubric ideas, team reviews, etc.
6. Other:5-10 min
 - a. Next 5-year committee visit: Spring 2021/ report in Fall 2020
 - b. Website re-engineering (Sandy)
 - c. Committee operations/logistics (meeting schedule, etc.)

College Assessment Oversight Committee

Dino Silveri

Assistant Professor
Department of Finance
ssilveri@memphis.edu

Office Location: FAB 442
Phone: 901-678-3893

David Kemme

Professor
Department of Economics
dmkemme@memphis.edu

Office Location: FAB 405
Phone: 901-678-5408

Craig Langstraat

Professor
School of Accountancy
cjlangstr@memphis.edu

Office Location: FAB 240
Phone: 901-678-5408

Charles Pierce

Professor and Chair
Department of Management
cpierce@memphis.edu

Office Location: FAB 202
Phone: 901-678-4551

Daniel Sherrill

Professor
Department of Marketing &
Supply Chain Management
dsherrill@memphis.edu

Office Location: FEC 150
Phone: 901-678-4552

Brian Janz

Professor
Department of Business
Information and Technology
bdjanz@memphis.edu

Office Location: FAB 316
Phone: 901-678-5408

Fogelman College of Business and Economics
 Direct Assessment of Learning Timeline
 (Based on Close the Loop Report Date Projections)

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
EMBA	MBA	BBA	MA Economics	EMBA	MBA	BBA	MA Economics	EMBA	MBA	BBA
	MSBA	MS Accountancy			MSBA	MS Accountancy			MSBA	MS Accountancy
	IMBA	BBA Accountancy			IMBA	BBA Accountancy			IMBA	BBA Accountancy

Previous Close the Loop Report Dates

BBA: 2009
 BBA Accountancy: 2009
 MBA: 2009
 IMBA: 2009
 MS Accountancy: 2009
 MA Economics: 2010
 EMBA: 2011

Note: Close the Loop Report must be preceded by Assessment of Learning by one or more semesters.

AACSB Team Visit Dates

2011
 2016
 2021

Fogelman College of Business & Economics
Ph.D. Program in Business and Economics
Assurance of Learning Assessment Plan
Spring 2015

Mission Statement

The mission of the Ph.D. Program in Business and Economics is to provide advanced education in the economic and business disciplines to students who intend to pursue academic careers at institutions of higher learning or research-oriented careers in business and government.

Program Assessment Plan

Given the Ph.D. program mission, any assessment of the program's progress in fulfilling its mission should encompass evaluation of the placement of graduates as well as the publication productivity of alumni after graduation. Therefore, the following Ph.D. program performance information will be collected by the Associate Dean for Academic Programs or a designee:

- Number and type of academic placements by Ph.D. graduates each year;
- Number and type of business/research placements by Ph.D. graduates each year; and
- Publication activity of Ph.D. alumni up to 5 years after graduation.

Learning Goals

In order to accomplish the Ph.D. mission described above, the following learning goals for our students while in the Ph.D. program are adopted:

1. Students will demonstrate a detailed knowledge of their areas of specialization.
2. Students will master the analytical/methodological skills needed to evaluate and conduct research in their areas of specialization.
3. Students will demonstrate their ability to design and conduct original research in their chosen fields of specialization.
4. Students will be able to teach college-level courses in their areas of specialization.
5. Students will be able to communicate the results of their research in a clear and effective manner.

Assessment Plan

For each of the learning goals described above, assessment rubrics will be utilized to track progress. Each department offering a Ph.D. concentration will track their students' progress toward the learning goal through assessment of the following components:

1. Students will demonstrate a detailed knowledge of their areas of specialization.
 - o Successful completion of a research paper in courses included in students' programs of study;
 - o Successful completion of questions on theoretical topics from students' comprehensive exams;
 - o Publication of a submitted manuscript in a peer-reviewed journal. The student must play a major role in the preparation of the manuscript;
 - o Presentation of a paper at an academic conference. The student must play a major role in the preparation and presentation of the paper.

2. Students will master the analytical and methodological skills needed to evaluate and conduct research in their areas of specialization.
 - o Successful completion of analytical/methodological questions from students' comprehensive exams;
 - o Publication of a submitted manuscript in a peer-reviewed journal. The student must play a major role in the preparation of the manuscript;
 - o Presentation of a paper at an academic conference. The student must play a major role in the preparation and presentation of the paper.

3. Students will demonstrate their ability to design and conduct original research in their chosen fields of specialization.
 - o Presentation of a completed research paper in a seminar to faculty in the students' area of specialization;
 - o Publication of a submitted manuscript in a peer-reviewed journal. The student must play a major role in the preparation of the manuscript;
 - o Presentation of a paper at an academic conference. The student must play a major role in the preparation and presentation of the paper.

4. Students will be able to teach college-level courses in their areas of specialization.
 - o Successful completion of instruction of an assigned college course during the completion of the students' degree or classes within a course,
 - o Assessment of student teaching evaluations for each course taught by a Ph.D. student

5. Students will be able to communicate the results of their research in a clear and effective manner.
 - o Evaluation of written and oral research presentations in courses by students;
 - o Evaluation of oral presentations in research seminars given by students;
 - o Evaluation of written presentations given by students during comprehensive exams
 - o Evaluation of oral presentations given by students during comprehensive exams.

Measurement Procedure

Rubrics for each Learning Goal detail the assessment objectives and the measurement scales to be applied. The Ph.D. coordinator in each concentration will summarize the performance of their Ph.D. students while using a summary checklist form to record each student's performance. This summary checklist form will be completed and submitted to the College Ph.D. Program Director along with the student's Intent to Graduate form. The College Ph.D. Program Director will compile the information from the forms each semester for students completing their degree requirements. The College Ph.D. Sub-Council will review the compiled information relating to graduating Ph.D. candidates on an annual basis and then develop recommendations for program improvements.

Student's Name:

Date: _____

Evaluator's Name: - - - - -

Course:

WRITTEN ASSIGNMENT RUBRIC - FIRST DRAFT

GOAL: Graduates will be effective written communicators

Objectives	Exemplary 3	Good 2	Fair 1
1) Assignment fulfills the intended purpose	The paper responds fully and effectively to the assignment. The topic is appropriate.	The paper is an acceptable response to the assignment. Some aspects of the overall task may be slighted .	The paper is an inadequate to somewhat acceptable response to the assignment. Many aspects of the overall task are missing.
2) Narrative develops a specific and consistent thesis	The writer develops a specific thesis that controls the paper.	There is a consistent thesis , but it may not be developed fully.	The thesis may be unclear or difficult to identify may change throughout the paper.
3) Writing is organized and logical	The organization is very clear and captures the designated purpose. There is a logical progression of ideas. The introduction is inviting and challenging, and appropriate to the topic or thesis. The conclusion is purposeful and perceptive.	The organization is generally clear and captures the purpose. For the most part, there is a logical progression of ideas. The introduction sets the stage for the rest of the paper. The conclusion provides satisfying closure to the argument.	The organization is somewhat unclear. The progression of ideas is often not logical. The introduction is only somewhat effective or ineffective. The conclusion is absent, incomplete or merely summarizes previously stated information.
4) Claims/analysis of ideas are clear and effective	Claims and ideas are significant and stated clearly and effectively. The writer confidently analyzes and interprets possible meanings, going beyond the obvious.	The writer is generally able to state ideas and claims clearly, and can analyze and interpret their meaning.	There may be ideas and claims, but interpretation is often missing and the analysis is weak. Claims may be simplistic, uneven in quality, and lacking relevance. Analysis and interpretation are absent.
5) Evidence and information is supported by facts	Claims and ideas are supported by a variety of relevant facts, examples, and details. The writer consistently integrates sources to support, extend, and inform, but not to substitute writer's own development of idea.	Claims and ideas are supported by facts, examples, and details. The writer generally uses relevant sources to support, extend, and inform, but not to substitute writer's own development of idea.	Some claims and ideas are inadequately supported by facts, examples , and details . The evidence/ information are uneven and may be inaccurate. The sources are not well integrated , missing, or inadequate.
6) Writer demonstrates knowledge of the audience	The writer uses a consistent and appropriate voice for the audience. The writer skillfully anticipates the reader's needs.	The writer uses an appropriate voice for the audience, although the sense of audience may be uneven at times (i.e. more or less details given than needed). The stance may be somewhat tentative and meets the readers' needs with some skill.	Voice is largely indistinct, inconsistent, or inappropriate and shows little or no regard for the audience.



Student's Name: _____

Evaluator's Name: _____
 Course: _____

WRITTEN ASSIGNMENT RUBRIC - FINAL PROJECT

	Exemplary 3	Good 3	Fair 1
1) Mechanics of format (e.g. margins, font, subheadings) are correct	The format is consistently correct and appropriate to the assignment and discipline.	The format is generally correct and appropriate, with minor exceptions.	The format is often incorrect and/or inappropriate. There are several formatting issues and problems.
2) Presentation of citations and documentation style is appropriate	The writer nearly always employs citations and documentation styles appropriate to the disciplinary task. Significant research is done.	References are cited and documented, but may contain errors. Appropriate research is done.	References are not consistent or are not cited. Documentation style is inappropriate. Insufficient research is done.
3) Writing is free from errors in grammar, syntax, punctuation, and spelling	There are only a few errors in syntax, grammar, punctuation, and/or spelling, and these do not interfere with the reading and understanding of this text.	There are some errors in syntax, grammar, punctuation, and/or spelling, which may disrupt the flow of reading.	There are many errors in syntax, grammar, punctuation, and/or spelling, which interfere with communication and damage the writer's credibility.
4) Style/word choice is appropriate and effective	The writer has full command of complex sentence structure and uses effectively for the assignment. The writer successfully uses appropriate words from the discipline. Words are precise.	The writer uses sentence structure with some variance, which is mostly correct. Word choice is appropriate to the task. The writer generally uses appropriate words from the discipline.	The writer tends to use basic, choppy, and/or structurally repetitive sentences. Many words are not precise or appropriate to discipline.

Student's Name: _____

Date: _____

Evaluator's Name: _____

Course: _____

ANALYTICAL AND PROBLEM-SOLVING ASSESSMENT RUBRIC

Goal: Graduates will be effective problem solvers

Objectives	Exemplary 3	Good 2	Fair 1
1) Problem is defined and underlying issues are identified	States the problems clearly and identifies underlying issues.	Adequately defines the problems.	Fails to define the problems adequately.
2) Solution alternatives are identified, evaluated, and supported	Identifies all alternative solutions for each problem. Pros and cons for alternatives are provided. Arguments are convincing, supported, and comprehensive.	Identifies majority of alternative solutions. Pros and cons for alternatives are provided. Most of the arguments are convincing and supported. May be missing a few pros and/or cons.	Identifies a minority or few alternative solutions. Few or no pros and cons are provided. Supporting arguments are limited.
3) Appropriate accounting methods and procedures are used to generate solutions	Solutions are generated for all problems by following and implementing the most appropriate methods and procedures.	Solutions are generated but some are incomplete and/or methods/procedures are faulty.	Solutions are not generated or only for some problems and methods/procedures are not always followed.
4) Solution is correct	Completely correct final solution.	Near correct final solution.	Final solution is incorrect in critical areas or only acceptable.
5) Presentation is clear and organized	Solutions are well organized with absolute clarity.	Solutions are presented with clarity but lack organization.	Solutions are presented, but lack clarity and organization and need improvement.
6) Solution is free from errors	Solutions are error free.	Solutions contain only trivial errors.	Solutions contain one or more substantive errors.
7) Recommendations are well-presented and defended	Recommendations are clearly articulated and defended for all problems. Comprehensive courses of action provided with substantiated approaches to solve all problems.	Recommendations are articulated and defended. Courses of action provided to solve at least one of the identified problems. Partial solutions or courses of action and/or actions recommended do not include specifics to fully address/resolve identified problems.	Recommendations are not clearly articulated or defended to solve all problems. Some specifics concerning courses of action are missing.

Student's Name:

Date:

Evaluator's Name:

Course:

ORAL COMMUNICATION RUBRIC

Goal: Graduates will be effective oral communicators

Objectives	Exemplary 3	Good 2	Fair 1
1) Presentation is clear in purpose and topic	Ideas are well developed, and support specific purpose and topic; purpose is clearly evident; very relevant for audience interest, occasion, and setting.	Ideas are generally developed and support purpose; purpose is evident; generally relevant for audience interest, occasion, and setting.	Ideas require effort to follow; purpose not clear; effort required to make it relevant to audience interest, occasion, and setting.
2) Introduction is clear and captures audience attention	Presents topic clearly; creatively captures attention of audience; leads smoothly into body of presentation; clearly previews the speech.	Presents topic; captures favorable attention of audience; makes transition into body of presentation; generally previews the speech.	Presents topic, but does not fully capture attention of audience; may make abrupt transition into body of presentation; does not clearly preview the speech.
3) Main points are clear and organized	Very clear, logical, and well developed; very well organized; logical progression of ideas.	Generally easy to follow; some points may not be completely clear or logical.	Presented, but not sufficiently developed, organized, or delivered in clear or logical way.
4) Conclusions properly related to main points	Summarizes main points and specific purpose in a beneficial manner. Ties together.	Summarizes presentation points and offers final thought.	Generally alludes to presentation points or limited and/or undeveloped.
5) Composition is appropriate	Familiar to audience and appropriate for setting; sentences flow together well; excellent word choice; appropriate complexity.	Generally familiar to audience and appropriate for setting; with few exceptions, sentences flow together and word choice is good; generally appropriate complexity.	Sometimes not appropriate for audience or setting; some sentences are choppy, incomplete, or difficult to follow; poor or inappropriate word choice. Listeners may be offended.
6) Evidence and reasoning supports claims	Support claims; accurate and complete; very logical argument; appropriate use of evidence.	Generally support claims; logical argument; generally appropriate use of evidence.	Supports argument some of the time or based only on opinions/emotions; arguments sometimes not logical; evidence may not be appropriate or lacking.
7) Audience is engaged	Keeps audience engaged for duration of presentation.	Audience is engaged for most of presentation.	Audience is not engaged or only for some of presentation.
8) Presentation fits within allotted time	Effectively manages material for the time allotted for the presentation.	Speaker runs out of time and rushes the end of the presentation.	Speaker rushes the presentation and does not fulfill the minimum time requirements.
9) Delivery supports the speech	Very natural, confident, and spontaneous; delivery supports speech very well.	Generally natural and confident; delivery supports speech.	Not always natural and confident; speaker reads much of the speech. Delivery significantly may detract from the message.
10) Vocal tones and pronunciation engage the audience	Very enthusiastic tone; style consistent with message and audience.	Generally enthusiastic tone; style generally consistent with message and audience.	Tone and style always or sometimes inconsistent with message and audience.
11) Notes are used effectively	Subtle or little use of notes for specific details.	Uses notes to recall specific points or details.	Regular use of notes and some reading.
12) Presenter makes good use of non-verbal communications	Effectively incorporated throughout presentation; supports message.	Generally incorporated throughout presentation; generally supports message.	Sometimes incorporated; inconsistent with message and occasionally distracting.