

**FCBE Assurance of Learning Process  
Oversight Committee Meeting – Oct 24, 2017  
FCBE Room 360**

Membership: Craig Langstraat, David Kemme, Brian Janz, Frances Fabian, Dan Sherrell, Dino Silveri

Coordinator: Sandy Schaeffer

Ex Officio: Chuck Pierce, Dean's Office

Attending:

- Frances Fabian & Brian Janz met separately with Sandy Schaeffer via phone and private discussion prior to 10/24. The balance of the committee membership was in attendance on 10/24.

**Item 1: Name of this committee**

Currently, this committee is officially referred to as the FCBE AoL Oversight Committee in all materials and online documentation. This proposal is to substitute the word "Steering" to replace "Oversight" in the committee's official name. Rationale: The term "steering" implies a more active and ongoing role by this committee which will help strengthen the local program and better integrate the AoL process into the culture of Fogelman College.

**DISCUSSION NOTES:**

- **Name change affirmed by committee.**

**Item 2: Close-the-Loop Committees membership**

According to AACSB, the AoL process is required for each degree offered by the college on a structured and cyclical basis. Thus, for each degree CTL process a separate CTL committee is required. The make-up of these committees needs to be reviewed and updated as needed. That effort is needed now for several of the committees. Please refer to the: [FCBE AoL Governance Document \(URL\)](#)

**DISCUSSION NOTES:**

- **The committee noted the large number of CTL committees and the inherent complexity of managing so many different bodies to complete a generalized task with similar duties.**
- **A recommendation was made to consolidate the committees as follows:**
  1. **BBA (remain as UG Curriculum Committee)**
  2. **BBA-ACCT & MS-ACCT (Create a single committee to cover both)**
  3. **MBA/IMBA/EMBA/MSBA (roll into a single committee with representation from all departments that teach across those degrees. Work with Balaji on committee make-up.)**
  4. **MA-ECON (no change)**

5. **MSIS (As this is a new program, keep as unique for one or two CTL cycles and then consider possibly rolling into the #3 committee above)**
6. **PhD (Keep as the PhD sub-council. Frances Fabian will replace Rob Renn for MGMT.)**

### **Item 3: Assessment of low-volume programs**

Some recent CTL faculty committees have expressed concern about making fundamental decisions regarding degree/program quality based on data collected from a small number of assessed students. This has been more pronounced in programs with relatively small populations of students including the IMBA, EMBA, MA-ECON, MSBA. The PhD program has always been structured to address this issue by assessing every student individually at the point of their graduation. The purpose of this topic is to consider mechanisms for increasing the depth and quality of data on these other low-volume programs.

For the IMBA, EMBA, MA-ECON and MSBA programs, the plan is to assess every year on every goal and objective that can be assessed based on the schedule. This will exceed AACSB's new minimum requirement of twice per CTL cycle.

Additionally, for the MA-ECON and MSBA programs, the plan is to incorporate comprehensive exams into the AoL data collection process. The hope is to get not only additional quantitative data, but to gather some qualitative data that can be presented to CTL committees. This idea has been reviewed with the comprehensive coordinators of both programs (MA-ECON and MSBA) with plans to begin doing this AY.

#### **DISCUSSION NOTES:**

- **Supported Sandy's recommendation pilot using comprehensive exams as additional data for MSBA and MA-ECON degrees.**
- **Recommended Sandy extend overall AoL methodology research to include how other peer schools address assessment of low-volume degrees.**

### **Item 4: AoL Website**

The current AoL website (<http://fcbassessment.net>) is in great need for technical updating. It was developed using Microsoft Frontpage (no longer supported) and has to be hosted on a commercial service (Bluehost) in order to accommodate some of the unique Frontpage requirements. This makes updating the content extremely time consuming and difficult. There is a project underway to rebuild this website using contemporary technology. However, there are opportunities to potentially use on-campus web-hosting resources to potentially streamline the process and allow greater flexibility in the future of managing and securing the content. This committee should be involved in deciding on the optimal manner for managing the AoL website going forward.

#### **DISCUSSION NOTES:**

- **Committee endorsed a migration of the AoL website to an on-campus service, but to allow committee review and input into its organization and appearance.**

- **A secondary issue that came out of this topic was creating more depth to the college support of the AoL process beyond Sandy. We considered several ideas including tenured faculty, staff, or full-time instructor assistance on a part-duty basis.**
- **Recommendation was for Sandy to produce a job description for such a position and then work with Chuck and this committee on a method of filling that position using existing college personnel.**

#### **Item 5: Assurance of Learning & Integration into FCBE "culture"**

In future AACSB onsite assessment cycles, there will likely be greater emphasis placed on how deeply rooted the AoL process is in the culture of the college. Evidence of good integration might include the extent to which CTL recommendations are acted upon and implemented or how knowledgeable the academic community is about the spirit and mechanics of the AoL process across Fogelman. Currently, the FCBE does a good job of meeting the structural and procedural expectations (aka "mechanics") of the AoL process, but we could definitely improve how effectively we use the outcomes of our processes to impact and improve our curriculum and learning outcomes.

The purpose of this topic is to explore this challenge and make recommendations on ways of addressing it across the college. This is a long-term need and this committee should take a leadership role in designing a strategy to get it done before the next onsite review.

#### **DISCUSSION NOTES:**

- **The committee endorsed the idea of improving this concept and felt that some of the steps we will be taking through other steps out of this committee meeting would enhance college awareness of the AoL process and its relevance to student learning. There were no specific recommendations on this beyond things proposed elsewhere in this report.**

#### **Item 6: Inclusion of BBA Goals in all UG syllabi**

A recommendation that has come out of the most recent BBA CTL committee is to have all faculty embed the degree goals of the BBA directly in the syllabi of all UG syllabi for the upper division courses (3000/4000 level courses). This would be in contrast to the current method of simply embedding a link to the BBA outcomes document on the college AoL website.

The reasoning for this change in practice is two-fold: (1) to increase student awareness of what they are learning and why as a Fogelman student and (2) to increase faculty attention to these learning outcomes and thereby increase course activity towards attaining those outcomes. This will further help integrate the AoL process better into the college culture.

#### **DISCUSSION NOTES:**

- **Affirmed by committee with the additional recommendation of not limiting this to just the 3000 & 4000 courses and extend to all UG courses in both the BBA & BBA-ACCT areas.**
- **Recommended rolling out with the Spring 2018 semester.**

### **Item 7: Assessment Scoring Scale for Fogelman**

Currently, we are using a 3 point assessment scale (fair, good, exemplary) for assessing all learning outcomes with a goal of hitting 75% exemplary for all goals and outcomes. There has been some discussion in recent CTL discussions about both metrics and whether they should be revisited.

#### **DISCUSSION NOTES:**

- **General agreement that our methodology should be improved. For example, the term "exemplary" could be replaced with "excellent."**
- **We had an engaged discussion about how specifically the assessment instrument and rubric should be.**
- **Recommendation: Given this is a vital and complex problem, the committee asked that Sandy research how other similar schools (peer group institutions) address this issue and report back in the Spring with recommended ideas for a different model that addresses this need, but remains consistent with the expectations of the AACSB organization.**