

**Fogelman College of Business and Economics
Close the Loop Improvement Checklist
Ph.D. in Business Administration Degree
Spring, 2014**

Degree Program: Ph.D.

Goal	Objective	Recommendation	Implementation
<p>1. Students will demonstrate a detailed knowledge of their areas of specialization</p>	<p>1. Present a completed paper as part of student's coursework requirements.</p> <p>2. Complete questions on theoretical topics from comprehensive exam.</p> <p>3. Publish a manuscript in peer reviewed journal or national conference proceedings.</p> <p>4. Present a paper at a national conference.</p> <p>5. Successful final defense of a dissertation.</p>	<p>1. Rephrase to include a quality dimension regarding evaluation of paper.</p> <p>2. Insert requirement for quality score on performance on theoretical questions on comps.</p> <p>3. Delete "national conference proceedings" component, since Objective 4 deals with conference presentations. Tie possible receipt of summer research funding or assistantship to accomplishment of this Objective.</p> <p>4. Rephrase to include evaluation of presentations at local, national, and international conferences.</p> <p>5. Delete – redundant since sample consists of graduated Ph.D.s</p>	<p>Wording was revised on the Ph.D. degree rubric to include a quality dimension. A quality statement was added to the rubric to include a requirement for a quality score on theoretical questions. The Rubric was reworded to make a distinction between levels of conference proceedings expected by the learning outcome. Objective 5 was deleted to remove redundancy from the learning outcome rubric.</p>

Goal	Objective	Recommendation	Implementation
2. Students will master analytical / methodological skills needed to evaluate and conduct research in their areas of specialization	<p>1. Complete analytical / methodological questions from students' comprehensive exams.</p> <p>2. Publish a manuscript in peer-reviewed journal or national conference.</p> <p>3. Present a paper at a national conference.</p> <p>4. Successful final defense of a dissertation</p>	<p>6. Rephrase to include a quality dimension for performance on methodology section of comprehensive exam.</p> <p>7. Delete "national conference proceedings" component, since Objective 3 deals with conference presentations.</p> <p>8. Rephrase to include evaluation of student presentations at local, national as well as international conferences.</p> <p>9. Delete. Redundant since sample consists of graduated Ph.D.s.</p>	<p>Learning outcome rubric was reworded to include a performance quality dimension for methodology for the comprehensive exam. The level of the expected conference presentation was revised for the rubric to delete national from the choices. The third objective was revised to include provisions for evaluation at local, state as well as international conferences. The fourth elective for the learning outcome for the rubric was deleted to avoid redundancy.</p>

Goal	Objective	Recommendation	Implementation
3. Students will demonstrate ability to design and conduct original research in his or her chosen fields of specialization.	<p>1. Present a completed paper in research seminar to faculty.</p> <p>2. Publish a manuscript in peer-reviewed journal or national conference proceedings.</p> <p>3. Present a paper at a national conference.</p> <p>4. Successful defense of a dissertation.</p>	<p>10. Rephrase to include consideration of a quality dimension regarding evaluation of completed paper.</p> <p>11. Delete "national conference proceedings" component, since Objective 3 deals with conference presentations.</p> <p>12. Rephrase to include evaluation of student presentations at local, national as well as international conferences.</p>	<p>The rubric for the learning outcome was revised to include a dimension for quality relative to evaluation of the research paper. The rubric was revised to remove national from the wording for the second objective. The third objective for the learning outcome rubric was revised to reflect local, national, and international levels for presentations. The fourth objective for the rubric was deleted</p>

		13. Delete. Redundant since sample consists of graduated Ph.D.s.	to remove redundancy.
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4. Students will be able to teach college-level courses in their areas of specialization.	1. Complete instruction of assigned college course or classes with course. 2. Assess student teaching evaluations for each course taught by a Ph.D. student.	14. Satisfactory progress. Suggest continued focus on maintaining current performance standard and continuing to improve.	Ph.D. Coordinators and department chairs have been developing additional ways to measure teaching effectiveness for doctoral teaching assistants.

Goal	Objective	Recommendation	Implementation
5. Students will be able to communicate results of their research in a clear and concise manner.	1. Evaluate written and oral presentations from student's coursework. 2. Evaluate oral presentation in research seminar. 3. Evaluate oral and written presentations given in comprehensive exams.	15. Find ways to support and improve student presentation skills in comprehensive exams. Increase presentation opportunities and feedback to help students prepare to think and present ideas in face-to-face settings under exam pressure situations. 16. General: Develop separate objectives for written & oral presentation skills.	Ph.D. Coordinators agreed to work within the departments to devise additional opportunities for students to demonstrate and improve oral and written communications skills. Oral and written communication skills will be assessed separately during the next assessment cycle.

Note: After a careful review and analysis of the assessment data, the Ph.D. Close the Loop Committee determined that all learning outcomes relating to the Ph.D. degree program were being achieved based on the benchmark of 70 percent or higher of the assessment results, based on the rubric, showing achievement at the Exemplary or higher level. However, the Committee felt that several adjustments and revisions of the criteria wording, as recommended, can be made to clarify and improve assessment of learning in the Ph.D. degree program during the next assessment of learning cycle.