

Program Assessment: *Annual Report*

Program(s): PhD in International Business and Marketing

Department: International Business and Marketing

College/School: Chaifetz School of Business

Date: October 31, 2023

Primary Assessment Contact: Mamoun Benmamoun

1. Which program student learning outcomes were assessed in this annual assessment cycle?

- a) Students demonstrate their knowledge of the relevant literature and theories in the following areas: Marketing theory, Consumer behavior, International Business, International marketing theory, Global business strategy.
- b) Students shall be able to complete a research project that creates meaningful new knowledge in their chosen discipline. Students shall be able to create both written and oral research reports. Students shall be able to apply appropriate quantitative and qualitative analytical techniques.
- c) Students demonstrate their ability to apply marketing and international business knowledge through the completion of original empirical research projects that create meaningful new knowledge within these disciplines and presenting this research for others.
- d) Students understand and exhibit ethical practice in use and identification of published, unpublished, and electronic sources of information.
- e) Students understand and practice appropriate safeguards in the use of human subjects in research.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

- **Successful Completion of Comprehensive Examination [NEW]:** Demonstrating a strong foundation in the field through rigorous assessments.
- **Active and Insightful Participation in Seminars:** Contributing meaningful perspectives and engaging in intellectual discourse during seminar discussions.
- **Research Dissertation Milestones:** Successfully presenting research proposals and defenses, showcasing in-depth knowledge and research acumen.
- **Achievement of Teaching Excellence:** Earning a Certificate of Teaching Excellence, reflecting a commitment to high-quality education and pedagogical skills.
- **Scholarly Publications [REQUIRED]:** Submitting research articles to top-tier journals, categorized as Diamond, Gold, or Silver in the latest CSB Journal Listing, and/or presenting at esteemed IB and marketing conferences.
- **Constructive Faculty Advisor Feedback:** Receiving valuable guidance and insights from the faculty advisor, contributing to academic and professional growth.

Madrid student artifacts are not included as the program is only available at the main campus in Saint Louis, MO.

3. **How did you analyze the assessment data? What was the process? Who was involved?**

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

- **Faculty Panel Evaluations:** IB and MKT faculty members assess students in comprehensive exams.
- **Dissertation Assessment by Expert Committee:** Dissertations are rigorously evaluated by a three-person committee, comprising IB and MKT faculty, based on a comprehensive rubric. The assessment is categorized as pass/fail and includes constructive written feedback for student guidance.
- **Program Director's Oversight on Submissions:** The program director meticulously tracks student submissions to the approved list of conferences and journals, monitoring acceptance rates, journal rankings, submission frequency, and review statuses to ensure academic excellence and compliance.
- **Acceptance as Assessment Criteria:** The acceptance of student submissions to reputable journals or conferences serves as a critical criterion for assessment, reflecting the quality and impact of their research contributions in the field.

4. **What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.**

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Our students consistently exhibit the essential skills required for productivity and success in the realm of original research development, execution, and presentation. Given that our program selectively admits only two students annually, we prioritize a qualitative approach over quantitative metrics. Instead of discussing assessment results in percentage terms, as is common in other programs, we emphasize tangible outcomes. These include achievements such as obtaining teaching certificates, securing journal acceptances, delivering impactful conference presentations, and excelling in comprehensive examinations

Major findings:

Students within the Ph.D. program in IB and MKT demonstrated success across all assessment areas, as illustrated by the following achievements:

- **Scholarly Publications Achievement:** We admitted two students, both of whom successfully completed the Scholarly Publications requirement.
- **Teaching Excellence Recognition:** Four students were awarded teaching certificates from the Reinart Center for Teaching Excellence.
- **Conference Paper Acceptances:** Nearly all Ph.D. students in the program had their conference papers accepted for presentation.
- **Active Seminar Participation and Mentorship:** Almost all Ph.D. students consistently participated in the CSB's Friday Research/Teaching Seminars and engaged weekly in the Early Career Faculty Mentorship Program.

5. **How did your analysis inform meaningful change? How did you use the analyzed data to make or implement recommendations for change in pedagogy, curriculum design, or your assessment plan?**

As highlighted in our previous report, we embarked on a series of multifaceted reforms aimed at enhancing our students' scholarly output. The academic year FL22-SP23 marked the inaugural phase of these implementations, and the positive impact was swiftly evident (refer to the subsequent question for details). During this process, we identified key areas requiring further enhancement, particularly in research funding and recruitment strategies. To diversify our PhD student cohort, we partnered with the PhD Project. Additionally, we are actively exploring alternative avenues to

further elevate the quality of our program.

6. **Did you follow up ("close the loop") on past assessment work? If so, what did you learn? (For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)**

Commencing with the previous assessment cycle, we initiated several key reforms to our program (detailed in the preceding report), which included a strategic shift in the exam format to emphasize scholarly research. The effect of these changes was both immediate and profound, as evidenced by the fact that all new students have successfully met the Scholarly Publications requirement, underscoring the positive impact of these programmatic adjustments.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.