

Program-Level Assessment Plan

Program: Ph.D. Program in International Business and Marketing	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): Doctoral
Department: International Business and Marketing	College/School: Chaifetz School Business
Date (Month/Year): OCT/2021	Primary Assessment Contact: Mamoun Benmamoun, Ph.D.

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	Evaluation Process (How)
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).</p>	<p>Artifacts of Student Learning (What)</p> <ol style="list-style-type: none"> 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected? 	<p>Evaluation Process (How)</p> <ol style="list-style-type: none"> 1. What process will be used to evaluate the artifacts, and by whom? 2. What tool(s) (e.g., a rubric) will be used in the process? <p>Note: Please include any rubrics as part of the submitted plan documents.</p>
1	<p>Assess relevant literature or scholarly contributions in the field of study. [Relevant Knowledge]</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. All students shall take qualifying and preliminary exams. The qualifying exam occurs at the end of year one and consists of a written paper critique, oral presentation, and comprehensive written exam over a reading list of seminal articles. The preliminary exam occurs upon completion of all coursework (typically at the end of the 2nd year) and involves writing and presenting an original empirical research paper. 2. During the fall semester of the 1st academic year in the program, 	<ol style="list-style-type: none"> 1. Construction and grading of the examination will be the responsibility of the Marketing and International Business faculty and will be administered by the Ph.D. Director. 2. Rubrics are used to assess student work (See attached rubrics).

			<p>students will receive a reading list drawn from seminal research addressing important topics in the general fields of Marketing and International Business and basic research methods in both fields. The second-year preliminary exam is in the form of original research paper. It has both a written and oral component.</p>	
2	<p>Apply the discipline's major practices, theories, or research methodologies. [Major Practices]</p>	<p>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.</p>	<p>All students shall complete a research dissertation and orally present the findings in a public defense (Direct).</p>	<ol style="list-style-type: none"> 1. A faculty committee designated by the Ph.D. Director will grade the written paper as Fail or Pass. If the written paper receives a grade of "Pass" the student will make an oral presentation of the research to the faculty. The oral component will be a presentation and defense of the original research paper. Following the oral presentation, the committee will grade the oral presentation as Fail or Pass. 2. Rubrics are used to assess student work (See attached rubrics).
3	<p>Apply disciplinary knowledge to address problems in broader contexts. [Apply Knowledge to Broad Topics]</p>	<p>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.</p>	<p>All students shall take qualifying and preliminary exams. (Direct). All students shall complete a research dissertation and orally present the findings in a public defense (Direct). All students are expected to present their original research at national conferences (Indirect).</p>	<ol style="list-style-type: none"> 1. A faculty committee designated by the Ph.D. Director will grade the preliminary exams. A dissertation Committee will oversee the dissertation work and defense. Students will be evaluated at the end of the first academic year, and each year thereafter for research performance and intellectual development. Candidates are expected to prepare research papers for submission to scholarly conferences and journals, by the end of the second year at the latest.

				<p>2. Rubrics are used to assess student work (See attached rubrics).</p> <p>3.</p>
4	<p>Articulate arguments or explanations to both disciplinary and general audiences, in both oral and written forms. [Communication]</p>	<p>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.</p> <p>All students will alternate leadership roles in small groups thereby requiring all students to practice group leadership skills.</p>	<p>All students shall take qualifying and preliminary exams. (Direct). All students shall complete a research dissertation and orally present the findings in a public defense (Direct). All students are expected to present their original research at national conferences (Indirect).</p> <p>All students must individually lead seminar discussions on important topics (indirect). Interviews with current and exiting students (Indirect).</p>	<p>1. A faculty committee designated by the Ph.D. Director will grade the preliminary exams. A dissertation Committee will oversee the dissertation work and defense. Students will be evaluated at the end of the first academic year, and each year thereafter for research performance and intellectual development. Candidates are expected to prepare research papers for submission to scholarly conferences and journals, by the end of the second year at the latest.</p> <p>2. Rubrics are used to assess student work (See attached rubrics).</p>
5	<p>Integrate scholarly and/or professional integrity within the field of study. [Professional Integrity]</p>	<p>Students will work effectively with each other and in small study groups that are composed of others from various ethnic, educational, and work experience backgrounds.</p> <p>Students understand and exhibit ethical practice in use and identification of published, unpublished, and electronic sources of information.</p> <p>Students understand and practice appropriate safeguards in the use of human subjects in research</p>	<p>Interviews with current and exiting students (Indirect).</p> <p>All students shall complete a research dissertation. In addition to review for intellectual rigor (see above) this dissertation will also be audited by the dissertation committee for appropriate use and attribution of materials consulted (Direct).</p> <p>All students shall complete a research dissertation. In addition to review for intellectual rigor (see above) this dissertation will also be audited by the dissertation committee for appropriate use and attribution of materials consulted (Direct).</p>	<p>1. A faculty committee designated by the Ph.D. Director will grade the preliminary exams. A dissertation Committee will oversee the dissertation work and defense. Students will be evaluated at the end of the first academic year, and each year thereafter for research performance and intellectual development. Candidates are expected to prepare research papers for submission to scholarly conferences and journals, by the end of the second year at the latest.</p> <p>2. Rubrics are used to assess student work (See attached rubrics).</p>

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

The Ph.D. Steering Committee, chaired by the Director, meets twice yearly and often communicates to review the analyzed data to gain insights into the program's strengths and weaknesses and make informed decisions. If the data shows that our students have a trending weakness in one of the learning outcomes, we would modify our program/course requirements as needed. However, no deficiencies were noted.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

The Ph.D. Steering Committee, chaired by the Director, meets twice yearly and often communicates to evaluate the impact of assessment-informed changes made in previous years. The Steering Committee is reviewing data from first year and second-year comprehensive exams and students' research productivity for the past three years to evaluate the comprehensive exam format.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

Every year, the steering committee evaluates the previous cycle's data to focus on learning outcomes that necessitate further review and/or action. This year our focus is on learning outcomes 1 and 2, and the data to be analyzed are related comprehensive exam evaluations.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

Full-time faculty from the International Business and Marketing departments at the Chaifetz School Business, including the department Chairs, were involved in developing the curriculum and its alignment with each learning outcome. The program chair met with faculty from both departments to get their feedback.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

PhD PROGRAM in INTERNATIONAL BUSINESS & MARKETING

Rubric for Evaluating PhD 1st & 2nd Year Exams, Seminar Papers, and Dissertations

Dissertation Committee Members, Readers and Students are responsible for being aware of the evaluation rubric in advance of the defense.

Students Name:

Date of Exam:

Faculty Panel Members (if applicable)

At the conclusion of qualifying and preliminary exams, **each committee member must complete the attached response sheets.**

For each attribute that a committee member feels is somewhat or very deficient, a short explanation should be provided. **Confidential Comment** sections at the bottom of the rubric are provided for explanations of the reasoning behind the overall evaluation of the examinee's performance if desired. Completed forms are to be treated as **confidential** and are to be **turned in to the PhD Program Director**, not to the student.



Students Name:

Date:



ORAL Exam Rubric – Completed by:

(To be completed by each committee member and reader. Please check all evaluation criteria that you feel are appropriate within each attribute category)

Attribute for ORAL	Does Not Meet Expectations <i>Provide a short explanation for each attribute that you select in this category.</i>	Meets Expectations	Exceeds Expectations
Overall quality of presentation	<input type="checkbox"/> Poorly organized <input type="checkbox"/> Poor presentation <input type="checkbox"/> Poor communication skills <input type="checkbox"/> Slides and handouts difficult to read	<input type="checkbox"/> Clearly organized <input type="checkbox"/> Clear presentation <input type="checkbox"/> Good communication skills <input type="checkbox"/> Slides and handouts clear	<input type="checkbox"/> Well organized Professional presentation <input type="checkbox"/> Excellent communication skills <input type="checkbox"/> Slides and handouts outstanding
Overall breadth of knowledge	<input type="checkbox"/> Presentation unacceptable <input type="checkbox"/> Presentation reveals critical weaknesses in depth of knowledge in subject matter <input type="checkbox"/> Presentation does not reflect well developed critical thinking skills <input type="checkbox"/> Presentation is narrow in scope	<input type="checkbox"/> Presentation acceptable <input type="checkbox"/> Presentation reveals some depth of knowledge in subject matter <input type="checkbox"/> Presentation reveals above average critical thinking skills <input type="checkbox"/> Presentation reveals the ability to draw from knowledge in several disciplines	<input type="checkbox"/> Presentation superior <input type="checkbox"/> Presentation reveals exceptional depth of subject knowledge <input type="checkbox"/> Presentation reveals well developed critical thinking skills <input type="checkbox"/> Presentation reveals the ability to interconnect and extend knowledge from multiple disciplines
Quality of response to questions	<input type="checkbox"/> Responses are incomplete or require prompting <input type="checkbox"/> Arguments are poorly presented <input type="checkbox"/> Respondent exhibits lack of knowledge in subject area <input type="checkbox"/> Responses do not meet level expected of degree program of graduate (MS or PhD)	<input type="checkbox"/> Responses are complete <input type="checkbox"/> Arguments are well organized <input type="checkbox"/> Respondent exhibits adequate knowledge in subject area <input type="checkbox"/> Responses meet level expected of degree program of graduate (MS or PhD)	<input type="checkbox"/> Responses are eloquent <input type="checkbox"/> Arguments are skillfully presented <input type="checkbox"/> Respondent exhibits superior knowledge in subject area <input type="checkbox"/> Responses exceed level expected of degree program of graduate (MS or PhD)
Overall Assessment	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

Confidential Comments:

Students Name:

Date:



WRITTEN Exam Rubric – Completed by:

(To be completed by each committee member and reader. Please check all evaluation criteria that you feel are appropriate within each attribute category)

Attribute for WRITTEN	Does Not Meet Expectations <i>Provide a short explanation for each attribute that you select in this category.</i>	Meets Expectations	Exceeds Expectations
Overall quality of science	<input type="checkbox"/> Arguments are incorrect, incoherent, or flawed <input type="checkbox"/> Objectives are poorly defined <input type="checkbox"/> Demonstrates rudimentary critical thinking skills <input type="checkbox"/> Does not reflect understanding of subject matter and associated literature <input type="checkbox"/> Demonstrates poor understanding of theoretical concepts <input type="checkbox"/> Demonstrates limited originality <input type="checkbox"/> Displays limited creativity and insight	<input type="checkbox"/> Arguments are coherent and clear <input type="checkbox"/> Objectives are clear <input type="checkbox"/> Demonstrates average critical thinking skills <input type="checkbox"/> Reflects understanding of subject matter and associated literature <input type="checkbox"/> Demonstrates understanding of theoretical concepts <input type="checkbox"/> Demonstrates originality <input type="checkbox"/> Displays creativity and insight	<input type="checkbox"/> Arguments are superior <input type="checkbox"/> Objectives are well defined <input type="checkbox"/> Exhibits mature, critical thinking skills <input type="checkbox"/> Exhibits mastery of subject matter and associated literature. <input type="checkbox"/> Demonstrates mastery of theoretical concepts <input type="checkbox"/> Demonstrates exceptional originality <input type="checkbox"/> Displays exceptional creativity and insight
Contribution to discipline	<input type="checkbox"/> Limited evidence of discovery <input type="checkbox"/> Limited expansion upon previous research <input type="checkbox"/> Limited theoretical or applied significance	<input type="checkbox"/> Some evidence of discovery <input type="checkbox"/> Builds upon previous research <input type="checkbox"/> Reasonable theoretical or applied significance	<input type="checkbox"/> Exceptional evidence of discovery <input type="checkbox"/> Greatly extends previous research <input type="checkbox"/> Exceptional theoretical or applied significance
Quality of writing	<input type="checkbox"/> Writing is weak <input type="checkbox"/> Numerous grammatical and spelling errors apparent <input type="checkbox"/> Organization is poor <input type="checkbox"/> Documentation is poor	<input type="checkbox"/> Writing is adequate <input type="checkbox"/> Some grammatical and spelling errors apparent <input type="checkbox"/> Organization is logical <input type="checkbox"/> Documentation is adequate	<input type="checkbox"/> Writing is publication quality <input type="checkbox"/> No grammatical or spelling errors apparent <input type="checkbox"/> Organization is excellent <input type="checkbox"/> Documentation is excellent
Overall Assessment	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

Confidential Comments: