Stevens Institute of Technology

School of Business

**AACSB
ASSURANCE OF LEARNING**

**Doctor of Philosophy in Business Administration**

**(Ph.D.)**

**Indirect Measurement**

**Name of indirect measurement: Citation Analysis and Exit Interviews**

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# 1. Introduction: Indirect measurement standards definition

Indirect measures of learning involve gathering evidence from third-party input, rather than directly observing individual performance or outcomes. For instance, an employer survey that evaluates how a school's interns compare to those from other institutions is an indirect measure. In contrast, when a learner completes an internship for degree credit and is assessed individually by the company, with feedback given to the school, it constitutes a direct measure. Indirect assessments include tools like exit surveys, alumni surveys, advisory council feedback, employer input, career fair feedback, review of course documentation, external outcome measures, focus groups, and interviews. Like direct assessments, indirect assessments should support the competency goals of the degree program, ensuring those goals are successfully met.

# 2. Program Indirect Measurements

Particular competencies: Google Scholar citations at the time of graduation serve as a robust indirect measure of a PhD program's impact and relevance. High citation counts attest to the academic community’s recognition of a scholar’s work, indicating that the research is being utilized and built upon by other researchers, reflecting its quality and significance. Additionally, we conducted exit surveys of graduating students to gain insights into the program's mechanics and gather constructive suggestions for future improvements.

**Competency Goal Alignment:**

* **Research Competency:** Conducting high-quality, impactful research is essential for PhD candidates. Google Scholar citations provide a direct measure of this competency by indicating how frequently their work is referenced by peers.
* **Scholarly Communication:** High citation counts imply that the research is well-written and effectively communicated, making it more accessible and citable by other scholars.
* **Field Influence:** Citations reflect the research's significant contribution to the field, demonstrating the program’s success in producing influential scholars.

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# 3. Assessment Process

# A. Google Citation based Diffusion of Knowledge

|  |  |  |
| --- | --- | --- |
| **Where & When Measured?** | **How Measured?** | **Criterion** |
| Graduation year. Data is collected at the point of graduation for each PhD candidate.  | *Assessment:* The number of citations each PhD candidate’s research work has received on Google Scholar is tallied. | A minimum of 5 citations by the graduation year is considered satisfactory, indicating that the research has gained initial traction in the academic community. |

# 4. Results of Assessment: Spring 2024

|  |  |  |
| --- | --- | --- |
| Student | Year in the Program | Citation |
| A | 6 | 2 |
| B | 6 | 9 |
| C | 5 | 1 |
| D | 5 | 0 |
| E | 5 | 7 |

The Google Scholar citation analysis for PhD candidates at graduation reveals a diverse distribution of citations. One candidate achieved a notable 9 citations, and another had 7, both exceeding the benchmark of 5 citations. Conversely, one candidate had no citations, another had only one, and a third had two citations. This disparity indicates that while some graduates produce highly impactful research, others have yet to gain significant visibility or recognition. These results underscore the need for ongoing support and strategies to ensure more consistent citation performance across all candidates, enhancing their success in the job market.

**B. Exit Survey of Graduating Students**

* + **Positive Feedback**: Students expressed appreciation for the practical components of the courses, particularly highlighting the value of mock presentations and peer reviews. These hands-on activities provided them with the opportunity to apply theoretical knowledge in a real-world context, enhancing their learning experience. Mock presentations allowed students to practice and refine their public speaking skills, while peer reviews facilitated collaborative learning and offered constructive feedback from their classmates. These practical elements were instrumental in helping students develop confidence and competence in their respective fields.
	+ **Constructive Feedback**: In response to student feedback, there is a notable request for additional workshops that focus specifically on public speaking and advanced writing techniques. Recognizing the importance of these skills in both academic and professional spheres, students are eager for opportunities to further hone their abilities in these areas. They express a desire for specialized training that delves deeper into the nuances of effective communication, including techniques for delivering compelling presentations and refining written arguments. By offering more workshops tailored to these specific needs, the institution can better support students in developing the critical skills necessary for success in their academic pursuits and future careers.

# 5. Outcomes from Previous Assessments

N/A; Spring 2024 is the first time that the Business Administration PhD program is assessed.

# 6. Close Loop Process – Continuous Improvement Record

N/A; Spring 2024 is the first time that the Business Administration PhD program is assessed.