Stevens Institute of Technology

Stevens School of Business of Business Administration

**AACSB  
ASSURANCE OF LEARNING PLAN**

**Doctor of Philosophy in Business Administration**

**(Ph.D.)**

April 30, 2021

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# INTRODUCTION: PhD ASSURANCE OF LEARNING PLAN

The School of Business Business Administration Ph.D. program prepares students to become rigorous and thoughtful researchers who can think about creative applications of technology and quantitative methods in building innovative solutions and designing new mathematical models for asset pricing, risk management, portfolios optimization, etc. As a science/engineering discipline based out of a business school, the Ph.D. program in Business Administration is unique for its emphasis on preparing students to become leading researchers who bring a problem-solving perspective to the emerging challenges associated with business studies.

The doctoral program is built around three areas of research expertise of School of Business faculty namely Finance, Information System and Analytics, and Entrepreneur and Innovation Management. Students who complete the program will be prepared to lead academic and institutional research efforts in the following areas and associated courses:

1. General Research Techniques
   1. MGT 719 Research Design
   2. FIN 704 Econometrics
   3. MA 701 Statistical Inference
2. Asset pricing and behavioral finance
   1. FIN 705 Asset Pricing Theory
3. Corporate Governance and Delegated Monitoring
   1. FIN 708 Corporate Finance Theory and Evidence
4. Contract Theory and Information Economics
   1. FIN 703 Microeconomics Theory
5. Marketing Analytics
   1. BIA 652 Multivariate Data Analytics
   2. MGT 641 Marketing Management
6. Information System -- qualitative and quantitative topics
   1. BIA 658 Social Network Analytics
   2. BIA 660 Web Analytics
   3. MIS 637 Knowledge Discovery in Databases
7. Innovation Management
   1. MGT 699 Strategic Management
8. Leadership
   1. MGT 663 Discovering & Exploiting Entrepreneurial Opportunities
   2. MGT 612 Leader Development
   3. MGT 635 Managerial Judgment and Decision Making

The Stevens School of Business Ph.D. program consists of 11 specific seminars and a research period that translate into credits as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Total Credits Required** | **Total Specific Courses (12) Credits (Min)** | **Research Credits (Max)** |
| **PhD Degree Requirements (After Master’s Degree)** | 54 | 36 credits | 18 credits |

\* 11 required seminars and one individual study (included in 36 credits)

The seminars are offered solely for Ph.D. students and are not part of the general Master graduate programs. The 11 required seminars are prerequisite for the program’s qualifying exam. This exam is usually taken after finishing the 4th semester of full-time study.A proposal for the student’s PhD dissertation is usually defended at the end of the third year of full-time study. The final PhD dissertation is usually defended at the end of the fourth year of full-time study.

**Stevens School of Business and PhD Vision Statements**

**Stevens School of Business of Business Administration Vision**  
We will be leaders in the creation and dissemination of knowledge that drives successful innovation in products, processes and businesses.

**PhD in Business Administration (PhD) Vision**We are recognized as a world-class program in management education and research that emphasizes the integration of organizations knowledges and technology.

Ph.D. PROGRAM LEARNING GOALS

The program’s objective is to prepare students to pursue an academic or industry research career that is increasingly global in nature

To improve the program’s competitiveness, we added several specific competencies, detailed the indirect measures to assess the competencies and specified how to track these when we outline the goals. Moreover, we incorporate more explicit focus on ethics and global threads so that our students will be better prepared for embracing global challenges we face today.

The course work introduces students to the foundations of research related to innovation and technology in organizations and equip them with the knowledge required to conduct independent research with ethical expectation in perspective. In today’s business and academic environment, global context and orientation have become more important than ever before as research is generating much broader impact in the society. Therefore, we aim to infuse research ethics and global perspectives as an integral part of our learning goals.

The courses, with their domain-specific origins, are differently positioned to develop skills in understanding and analyzing as well as in creating and applying.

# PhD Learning Goals

The Learning Goals for the PhD program are listed in Table 1. Note that the first goal (written and oral communications skills) is same as for other graduate degree programs; the remaining two learning goals (as listed above) are specific to the PhD program.

Table 1: PhD Learning Goals

|  |
| --- |
| Learning Goals/ Skill Sets |
| PhD 1: Students can communicate effectively in written and oral presentations and structure research papers. |
| PhD 2: Ph.D. graduates master the core knowledge and research tools in their major field of study. |
| PhD 3: Ph.D. students demonstrate capacity to identify and develop a research project for their dissertation in a timely fashion. |

While achieving the learning goals defined above, we also aim to incorporate ethical discussions and the global perspective of the learning into different aspects of the program activities. These efforts are manifested through ethics training in course content, exams and academic activities, and at the same time all the learning activities have also considered with a global perspective so that our students will be equipped to address global problems and be ready to engage global academic community. We considered them as the “Ethics Thread” and the “Global Thread” on top of the explicitly defined learning goals.

# PhD ASSURANCE OF LEARNING ASSESSMENT PLAN

**Table 2: PhD ASSURANCE OF LEARNING ASSESSMENT PLAN - GOALS 1 through 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **PhD LEARNING GOAL** | **Where and when measured?** | **How measured?** | **Criterion** |
| **1. Ph.D. students can communicate effectively in oral and written presentations.** *Students can write up and/or critically evaluate a research study.* | Assessed in a course taken in the fall semester of the student’s first year in the program.  Brown-bag seminar series Seminar Series every spring semester. | Student presentations are video-taped; student essays are assessed for writing skills. Feedback is provided to each individual student.  Sampling: All new PhD students | For both the oral and written test, 80% of students must receive a grade of “A” or “B”. Students receiving “C” or “D” grades on the written communications objective are given remedial training. |
| 2. Ph.D. graduates master the core knowledge and research tools in their major field of study. | To graduate each student is required to:  1. publish one peer reviewed article  2. submit one article to a peer reviewed journal. | Sampling: All PhD students. | All students (100%) have to submit at least one article in a peer reviewed journal. |
| 3. Ph.D. students demonstrate capacity to identify and develop a research project for their dissertation in a timely fashion. | Students should defend their dissertation proposals at the end of the third year of studies. | Sampling: All PhD students. | At least 80% of all enrolled Ph.D. students should defend their proposal at latest at their third year. |

# Ph.D. Curriculum Alignment Map

Table 3: Ph.D. Curriculum Alignment Map

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Goals/ Skill Sets | Corresponding Educational Experiences | Ethics Thread | Global Thread |
| PhD 1: Students can communicate effectively in written and oral presentations and structure research papers. | All required seminars involve individual and team presentations and require students to write research papers. | Research ethics is important part of the training. Issues such as, plagiarism, social responsibility, etc. will be discussed. Ethics in academic research will be reinforced through writing and critics.  Cases related to innovation and entrepreneurship involve ethical issue.  Some ethical issues will be discussed in performing financial research, such as fraud, social responsibility, climate impact, etc. | Significant part of the content is global |
| PhD 2: Ph.D. graduates master the core knowledge and research tools in their major field of study. | All required seminars address specific research methods or specific research areas related to Business Administration. |  |
| PhD 3: Ph.D. students demonstrate capacity to identify and develop a research project for their dissertation in a timely fashion. | The research with the advisor will enable the students to identify a research topic. |  |

Table 4: Ph.D. Preliminary Exam/Ph.D. Qualifying Exam/Ph.D. Proposal Defense/Ph.D. Dissertation/Ph.D. Defense

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goals**  **/Quantitative Courses** | **PhD 1: Students can communicate effectively in written and oral presentations and structure research papers.** | **PhD 2: Ph.D. graduates master the core knowledge and research tools in their major field of study. .** | **PhD 3: Ph.D. students demonstrate capacity to identify and develop a research project for their dissertation in a timely fashion and effectively disseminate knowledge through classroom teaching.** | **Ethics Thread** | **Global Thread** |
| Ph.D. Preliminary Exam | No focus on oral communication skill. | This exam is required for all students at the end of their first year in the program. The goal of the exam is to make sure students have mastered the key knowledge in the domain area to move on to the next phase of their study. It consists of three parts: a) mathematical foundation; b) financial applications; c) mini research project. It is a week-long exam that is administered by a preliminary examination committee each year. | Some focus on teaching. It will be necessary for students to demonstrate classroom skills either as a teaching assistant or as a instructor | Partially relevant | The entire content is global. |
| Ph.D. Qualifying Exam | The oral communication was particularly emphasized in this exam. The student will give a two-hour long presentation session where the student needs to clearly communicate the research objectives and methodology, and then answer any questions from the examination committee. | This exam is required for all students to pass at the end of their second year in the program. The exam consists of both written and oral parts. The examination committee consists of 3-4 faculty members based on the Ph.D. Student Handbook. The goal is to test whether the student can effectively apply the knowledge acquired to solve a challenging social science issuesthat the student is proposing to address. | No focus on teaching. | Ethical conduct of academic research will be reinforced. | Significant part of the content is global. |
| Ph.D. Proposal Defense | Oral presentation and its effectiveness are emphasized in this exam. The student will be treated as a scholar who is able to defend the proposed research topic and methodology. The new knowledge generated from the proposed research needs to be validated. | This exam is required when the student is ready to pursue a dissertation research. The dissertation committee will be formed at this point to make sure the proposed research is on the right track and it has potential to generate new knowledge in the targeted field. | Teaching skills will be assessed as part of the program. In general, the student will be assigned as a teaching assistant to one or more courses related the student’s field. | Ethical conduct of academic research will be reinforced. | Significant part of the content is global. |
| Ph.D. Dissertation Defense | Oral presentation and its effectiveness are the important part of this exam. The student will be judged a scholar who can communicate the research objectives, methodology used, significant new contributions generated from the dissertation research. Failure to demonstrate such capability will prevent the student to be awarded the degree at a result. | This exam is the final exercise of measuring whether the student has mastered the knowledge and is capable of apply the existing knowledge to generated new knowledge in the chosen field. Any indication of inadequacy in the domain knowledge will be assessed by the committee members as part of the final assessment of the candidate’s quality. | Teaching skills will be assessed as part of the exam. Before a student can graduate from the program, sufficient teaching skills will be assessed for the final assessment of the candidate’s quality. | Ethical conduct of academic research will be reinforced. | Significant part of the content is global. |

**5. ETHICS**

The Ph.D. in Business Administration Program also takes great effort to address the importance of Business Ethics. The following table shows the courses where ethics is explicitly addressed.

|  |  |
| --- | --- |
| **Goals/** | Students are aware of social responsibilities in a business environment and can reason about ethical issues. |
| FIN 703 Microeconomics Theory  (Alexander Rodivilov) | Students analyze business ethical issues and provide recommendations.  Personal and business ethical issues are tested. Current issues of corporate responsibility are highlighted |
| FIN 703 Microeconomics Theory  (Alexander Rodivilov) | Detailed example are used to help students identify ethical issues, stakeholders, alternatives and identify an appropriate course of action. |
| FIN 704 Econometrics  (Victor Luo) | Students learn to use various measures of market concentration proxies and understand the usefulness of antitrust policy. Some issues on corporate responsibility are tested and highlighted |

**6. GLOBAL CONTENT**

Another thread that runs through the Ph.D. in Business Administration Program are global considerations. Following is a chart that maps our courses to global coverage using the legend below.

**Legend**

Shape

Description automatically generated with medium confidence – Entirely Global Content

 – Significant parts are global

 – Some global content

|  |  |  |
| --- | --- | --- |
| **Course** | **Legend** | **Notes** |
| FIN 703 Microeconomics Theory  (Alexander Rodivilov) | Shape  Description automatically generated with medium confidence | This theory is taught and applied all over the globe and used global examples |
| FIN 704 Econometrics Theory and Application  (Victor Luo | Shape  Description automatically generated with medium confidence | This theory is taught and applied all over the globe and used global data to evaluate models |
| Brown bad Seminar (Research Paper Presentation (Suman Banerjee) |  | Although research papers are written with both US data and global data, the knowledge generated in the process is applicable globally. |

# PhD LEARNING GOALS, OBJECTIVES AND RUBRICS

Note: PhD Goal 1, *Our students will communicate effectively in writing and oral presentations* is common across all Stevens School of Business degree programs, however the assessment process and criteria differ from program to program.

For the written skills assessment, student papers/essays in a first-semester course are submitted electronically to College of Arts and Letters (CAL) communications experts for assessment; the essays and accompanying critiques are returned to each student individually. The instructor grades the essay/paper for content in the usual way.

For the oral skills assessment, student presentations in a first-semester course are video-taped and reviewed with each individual student in a coaching session immediately following the presentation. Starting in the fall semester, 2022, students will also be able to take two online interactive tutorials entitled “Creating and Delivering Presentations” and “Adding Value with PowerPoint Slideshows,” respectively.

**Table 4: PhD Learning Goal 1, Objectives and Rubrics**

|  |  |
| --- | --- |
| **PhD - 1** | **Learning Goal, Objectives and Traits** |
| **GOAL [Anand Goel, Alex Rodivilov]** | Our students will communicate effectively in writing and oral presentations. |
| **Objective 1:** | *Students will be able to write effectively* |
| **Traits** |  |
| Trait 1: | Logical flow |
| Trait 2: | Grammar and sentence structure |
| Trait 3: | Spelling and word choice |
| Trait 4: | Development of ideas |
| Trait 5: | Document structure appropriate to research methodology |
| **Objective 2:** | *Students will be able to develop and deliver presentations effectively* |
| **Traits** |  |
| Trait 1: | Organization and logic |
| Trait 2: | Voice and body language |
| Trait 3: | Use of slides to enhance communication |
| Trait 4: | Ability to answer questions |
| Trait 5: | Content |
| **Objective 3:** | *Students can write up and/or critically evaluate a research study.* |
| Trait 1: | Research Question (e.g., knowledge gap and motivation for research is made explicit) |
| Trait 2: | Usage of Prior Literature (e.g., upfront literature review and backend relating of findings as appropriate for research approach) |
| Trait 3: | Methodology (e.g., research design, data collection and analysis descriptions in detail) |
| Trait 4: | Results and Implications (e.g., findings and implications for future research and practice) |

**Explanation for indirect measurements:**

Indirect measurements will be taken at periodic intervals. Depending on the measurement chosen a diagnostic tool will be selected for analysis. There are two indirect measures we can use to measure this learning goal:

a). Outside conference and workshop presentation acceptance;

b). School organized seminar/workshop presentations.

Both activities are neither required nor managed by the program, but they are outcomes of this learning goal that can be observed. We will collect the number of outside presentations done by our current students through periodic surveys as an indirect measure of this learning goal.

**PhD Goal 2:** *Ph.D. graduates master the core knowledge and research tools in their major field of study.*

The goal is to assure the expertise in the research field. The objective is that the students are able to write competitive research papers.

Appendix B contains a copy of the “Stevens School of Business Doctoral Activity Report,” which is administered annually and is used to collect data relevant to the assessment of Ph.D. goals 2 and 3. Appendix C contains the template used to gather information for the assessment of this goal.

|  |  |
| --- | --- |
| **PhD - 2** | **Learning Goal, Objectives and Traits** |
| **GOAL [Victor Luo]** | Our Ph.D. graduates master the core knowledge and research tools in their major field of study. |
| **Objective 1:** | *Students are able to write competitive research papers.* |
| **Traits** |  |
| Trait 1: | Number of publications at graduation |

**PhD Goal 3:** *Ph.D. students demonstrate capacity to identify and develop a research project for their dissertation in a timely fashion.*

The goal is to help the students to finish their dissertations within 5 years. There is not a specific timeline when the students should finish their proposal and a delay of a proposal correlates highly with a delay of the dissertation defense and extends the doctoral studies.

Appendix B contains a copy of the “Stevens School of Business Doctoral Activity Report,” which is administered annually and is used to collect data relevant to the assessment of Ph.D. goals 2 and 3. Appendix B contains a copy of the “Stevens School of Business Doctoral Activity Report,” which is administered annually and is used to collect data relevant to the assessment of Ph.D. goals 2 and 3. Appendix C contains the template used to gather information for the assessment of this goal.

|  |  |
| --- | --- |
| **PhD - 3** | **Learning Goal, Objectives and Traits** |
| **GOAL [Suman Banerjee]** | Our Ph.D. students demonstrate capacity to identify and develop a research project for their dissertation in a timely fashion. |
| **Objective 1:** | *Students will defend their dissertation proposal within the first three years but at latest in their fourth year of studies.* |
| **Traits** |  |
| Trait 1: | Elapsed time to proposal defense |

**Explanation for Indirect Measurements:**

We will administer indirect measurements at periodic intervals. Depending on the nature of the measurement selected a diagnostic tool will be selected for analysis. We have two indirect measures to gauge the students’ progress in their mastering key knowledge in a timely manner.

The first indirect measure of this learning goal is to count the number of working papers or seminar presentations after passing qualifying exam. If a student can finish working papers to be submitted to peer-reviewed conferences or journals, it is a good indication that the student has mastered sufficient knowledge in the field and is able to make contributions to the field.

The second indirect measure is to conduct periodic surveys on student brown-bag seminar series presentation topics. As a requirement, all the BA PhD students who passed the qualifying exam are required to present their research at the BA brown-bag seminar series every semester. A brief survey on research topics and findings will help us to assess the depth of their knowledge and progress they make in a timely manner.

**Explanation for Indirect Measurements:**

Indirect measurements will be taken at periodic intervals. Depending on the measurement chosen a diagnostic tool will be selected for analysis.

One method we plan to use is interviews. The interview will be structured, and the subjects will be the students in the sessions taught by our PhD students. These structured interviews will help us gather critical information about the key competencies like communication, body language, aptitude and attitude. The responses will be subjected to a content analysis. Other options include surveys and focus group discussions.

# RESULTS OF AACSB LEARNING GOAL ASSESSMENTS

Each learning goal has a number of learning objectives and performance on each objective is measured using a rubric that in turn contains a number of desired “traits”. Students are scored individually on each trait.

The grading sheets for each student are used to develop a Summary Results Sheet for each learning goal objective. A selection of these Summaries is included below.

The first table in the Summary Results Sheet for a learning objective and trait gives the counts of students falling in each of the three categories:

- Does not meet expectations  
- Meets expectations  
- Exceeds expectations

A typical table for recording results is shown on the next page.

The right-hand column in the table is used to record the average score of the students on each trait. This table provides an indication of the relative performance of students on each trait.

The second table on each sheet provides the counts of students who fall in each of the above three categories for the overall learning objective.

The person undertaking the assessment provides explanatory comments and recommendations on the bottom of the Results Summary Sheet. The recommendations suggest content or pedagogy changes for the next time the course is given.

# APPENDIX A

**Stevens School of Business of Business Administration**

**TEMPLATE OF AACSB Ph.D. LEARNING GOAL 1 ASSESSMENT**

**PROGRAM: PhD Program**

**Ph.D.1 GOAL: Our students will communicate effectively in writing and oral presentations.**

**LEARNING OBJECTIVE #1: Our students will be effective communicators.**

**LEARNING OBJECTIVE # 2: Students will be able to deliver presentations effectively.**

**ASSESSMENT DATE: ASSESSOR:**

**NO. OF STUDENTS TESTED: COURSE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Goal Traits** | **Not Meet**  **Expectations** | **Meet**  **Expectations** | **Exceed**  **Expectations** | **Average Grade**  **on Trait** |
| 1: Organization and logic |  |  |  |  |
| 2: Voice and body language |  |  |  |  |
| 3: Use of slides to enhance communication |  |  |  |  |
| 4: Ability to answer questions |  |  |  |  |
| 5: Content |  |  |  |  |
| **Average Grade (Maximum 10)** | | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Total Students by Category**  (Based on Average score across all traits) | **Not meet expectations** | **Meet Expectations** | **Exceed Expectations** |
|  |  |  |  |

**COMMENTS:**

**REMEDIAL ACTIONS:**

# APPENDIX B

**Ph.D. student activity report: This report is submitted every semester to the Ph.D. program director and serves as a basis for assessing goals 2 and 3.**

|  |  |
| --- | --- |
| official-logo-clear-bkg | Stevens Institute of Technology  Castle Point on Hudson  Hoboken, NJ 07030-5991 |

**Stevens School of Business Doctoral Activity Report**

|  |  |  |
| --- | --- | --- |
| Student Name: | Advisor Name: | |
| Student Identification No.: \_\_\_\_\_\_-\_\_\_\_-\_\_\_\_\_\_\_\_ | |
| Major/Concentration: | |

AREA OF DOCTORAL RESEARCH/ WORKING TITLE OF DISSERTATION:

Activity for: Fall Spring Summer 20 \_\_\_\_

Please list your learning and research activities of the current semester, include preparations for research papers and conferences, passed exams, meetings with the Dissertation Advisory Committee etc.:

|  |  |  |
| --- | --- | --- |
| Courses taken this period | | Grade |
|  | |  |
|  | |  |
|  | |  |
| Qualifying Exams: |  |  |  |
| Dissertation: | Proposal | Defense |
| Papers: | Working Papers | | Conference | | Proceedings | Journal |
| Research Plan for next semester: |  | | | | | |
| Overall Self-Evaluation  (Satisfied with progress) |  | | | | | |

Other comments:

Please list your learning and research objectives for the coming semester: include preparations for research papers and conferences, exams etc.:

Please attach your updated CV

STUDENT SIGNATURE DATE

|  |  |  |
| --- | --- | --- |
| Advisor Evaluation: | Satisfactory | Unsatisfactory |

ADVISOR SIGNATURE DATE

(OVER)

INSTRUCTIONS

TO THE STUDENT:

Please list in the activity report all learning and research activities.

1. Which courses have you finished?
2. Have you passed any exams?
3. Have you started to work on your dissertation topic? What have you accomplished?
4. Have you prepared a conference paper or a journal article? To which conference or journal have you submitted?
5. What are your learning and research objectives for the coming semester? Which courses do you plan to take? Do you plan to write a research paper? Do you plan to finish your dissertation proposal?
6. Have you met with members of your dissertation advisory committee?
7. If you have the status of “doctoral candidate” you need to fill out the DAR (Doctoral Activity Report) form. Please use your progress report as the basis for the DAR.
8. Please sign your report and discuss it with your advisor.

TO THE RESEARCH ADVISOR:

Please discuss the activity report with your advisee.

1. Please specify with the student the objectives for the next semester.
2. Please co-sign the report and give a final evaluation.
3. If your advisee has the status of doctoral candidate please sign the Doctoral Activity Report form.
4. Please submit the progress report and if applicable the DAR to the Stevens School of Business Ph.D. program director.
5. You will be invited to a review meeting with the Ph.D. program committee.

# APPENDIX C

**Stevens School of Business of Business Administration**

**TEMPLATE OF AACSB Ph.D LEARNING GOAL 2 ASSESSMENT**

**PROGRAM: PhD Program**

**Ph.D.2 GOAL: Our Ph.D. graduates master the core knowledge and research tools in their major field of study.**

**LEARNING OBJECTIVE #1: Students are able to write competitive research papers.**

**NO. OF STUDENTS ASSESSED:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Last name** | **First name** | **Year** | **Proposal Defense** |
|  |  |  |  |
|  |  |  |  |
| **Total** | |  |  |

**COMMENTS:**

**REMEDIAL ACTIONS:**

# APPENDIX D

**Stevens School of Business of Business Administration**

**TEMPLATE OF AACSB LEARNING Ph.D3 GOAL ASSESSMENT**

**PROGRAM: PhD Program**

**Ph.D.3 GOAL: Our Ph.D. students demonstrate capacity to identify and develop a research project for their dissertation in a timely fashion.**

**LEARNING OBJECTIVE #1: Students will defend their dissertation proposal within the first three years.**

**NO. OF STUDENTS ASSESSED:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PhD Students** |  |  | **Count of:** | |  |  |  |
| **Name** | **F / P\*** | **Years in Program** | **PRJ** | **Procs** | **Bk Chap** | **Books** | **Other** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**\*F-T/ P-T: Fulltime (F), Part time (P) students**

**PRJ: Peer Reviewed Journal**

**Procs: Proceedings**

**Bk Chap: Book Chapters**

**COMMENTS:**

**REMEDIAL ACTIONS:**