Stevens Institute of Technology

School of Business

**AACSB  
ASSURANCE OF LEARNING PLAN**

Learning Goal Assessment Guide

**Doctor of Philosophy in Business Administration**

**(Ph.D.)**

**LEARNING GOAL # 2**

**Ph.D. graduates will have sufficiently mastered the core knowledge and tools needed to conduct original research in a timely manner.**

**Responsibility: Ph.D. Program Director**

January 2019

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# Learning Goal Assessment Guide

This guide documents the assessment process for Goal 2 of the three learning goals in the Ph.D. program. The assessment process is conducted in accordance of the Assurance of Learning (AoL) plan for the Ph.D. program.

# Learning Goals

The Learning Goals for the Ph.D. program are listed below.

* Ph.D. graduates can effectively communicate research in oral presentations.
* Ph.D. graduates will have sufficiently mastered the core knowledge and tools needed to conduct original research in a timely manner.
* Ph.D. graduates are able to effectively deliver academic courses in a university environment.

# Learning Goal Introduction

This guide covers Learning Goal 2 for the Ph.D. program:

* Ph.D. graduates will have sufficiently mastered the core knowledge and tools needed to conduct original research in a timely manner.

**This goal is assessed at the end of every academic year**. This goal requires students to publish peer reviewed articles in their respective research field.

**There is one primary method of assessment:** Eachstudent has to submit a progress and activity report at the end of every academic year.The assessment reviews the submitted activity reports.

**To complete this requirement successfully, students need to** have mastered the core knowledge and research tools in their field of study and they have defended their dissertation in a timely manner.

# Learning Objectives and Traits

The following table shows the objectives and traits to assess goal 2 of the PH.D. program.

The goal is to ensure that students will have the skills necessary to complete high-quality, original dissertations within 4 years of full-time study (the max. allowed time span to finish a dissertation is 6 years). There is not a specific timeline when the students should finish their proposal but a delay of a proposal correlates highly with a delay of the dissertation defense and extends the doctoral studies.

The first objective is that the students are able to write competitive research papers. The second objective is that students will successfully defend their dissertation proposal before the end of 4 years of full-time study.

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

**Table 5: PhD Learning Goal 2, Objectives and Rubrics**

|  |  |
| --- | --- |
| **PhD - 2** | **Learning Goal, Objectives and Traits** |
| **GOAL** | Ph.D. graduates will have sufficiently mastered the core knowledge and tools needed to conduct original research in a timely manner. |
| **Objective 1:** | *Students are able to write competitive, original research papers* |
| Trait 1: | Satisfactory research papers as evaluated by the examining committee submitted as part of the preliminary and qualifying examinations |
| Trait 2: | Number of papers presented and/or published in academic outlets |
| **Objective 2:** | *Students will defend their dissertations at or about the end of the fourth year of full-time study.* |
| Trait 1: | Elapsed time to proposal defense |
| Trait 2: | Elapsed time to dissertation defense |

# Rubrics

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 1** | *Students are able to write competitive research papers.* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0-7** | **>7** | **>21** |  |
| Trait 1: | Satisfactory research papers as evaluated by the examining committee submitted as part of the preliminary and qualifying examinations \* (see rubric below) |  |  |  |  |
|  | **Does not meet expectations: 0-7; Meets: >7; Exceeds: >21** |  |  |  |  |
|  |  | | | | |
|  |  | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **2** | **>2** |  |
| Trait 2: | Number of papers presented and/or published in academic outlets |  |  |  |  |
| **Total:** | **Does not meet expectations: 0; Meets: 2; Exceeds: 3** |  |  |  |  |

**Rubric: PHD2-Objective 1 – Trait 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Research Paper Quality Rubric** | | | | | | |
| **EVALUATION**  **CRITERIA** | **0** | **1** | **2** | **3** | **4** | **Score** |
| **Originality and novelty** | The work completely lacks originality | Repeats work of others with only minor changes | Work has not been done before, but is an obvious extension of previous work | Work incrementally improves on previous approaches | Work is cleverly designed and/or represents a significantly new direction or approach |  |
| **Advances the State of the Art** | No advance is evident | Results are obvious or easily anticipated | Incrementally advanced the knowledge in the field | Significantly advanced the knowledge in the field | Greatly advanced the knowledge in the field |  |
| **Literature survey** | Lacking | Cursory | Extensive but either not complete or not critical | Complete and concise, but not adequately critical | Comprehensive and critical |  |
| **Uses new or advanced techniques** | Uses only primitive methods | Uses only simple and long-established methods and techniques | Uses standard methods commonly known in the field | Uses the most advanced established methods | Uses or develops leading-edge methods not applied before in this field |  |
| **Has elements of theory** | Does not involve any theoretical development or predictions | Incorporates standard theory in the field | Incrementally advances theory currently used in the field | Significantly extends existing theory in the field | Involves theory that represents a break with the state-of-the-art |  |
| **Has empirical elements** | There is no data collection or usage | Few data are collected or relies on data from others | Data collection is a minor part of this work | Data collection is a major part of this work | Employs sophisticated and novel empirical methods |  |
| **Written presentation (Paper)** | Missing significant details or very difficult to read | Disorganized or lacking in some details | All details are present, but requires some effort by reader | All details are present, organization is adequate | Comprehensive, elegantly and clearly written |  |
| **Does not meet expectations: 0 – 13; Meets: 14-21; Exceeds: 22-28 Total Score:** | | | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 2** | *Students will defend their dissertations at or about the end of the fourth year of fulltime study.* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **1** | **2** |  |
| Trait 1 | Elapsed time to proposal defense. |  |  |  |  |
|  | **Does not meet expectations: >3 years; Meets: 3 years; Exceeds: less than 3 years** |  |  |  |  |
|  |  |  |  |  |  |
|  | **Value** | **Poor** | **Good** | **Excellent** | **Score** |
|  |  | **0** | **1** | **2** |  |
| Trait 2 | Elapsed time to dissertation defense. |  |  |  |  |
| **Total:** | **Does not meet expectations: Does not meet expectations: >4 years; Meets: 4 years; Exceeds: less than 3 years** |  |  |  |  |

# Assessment Process

All Ph.D. students will be assessed every semester.

|  |  |  |  |
| --- | --- | --- | --- |
| **PhD LEARNING GOAL 2** | **Where and when measured?** | **How measured?** | **Criterion** |
| 2. Ph.D. graduates will have sufficiently mastered the core knowledge and tools needed to conduct original research in a timely manner. | Students must produce a first year paper as part of the preliminary exam early in fall of 2nd year.  Students must complete an academic paper worthy of submission to a top academic journal as part of the qualifying exam early in fall of the 3rd year.  Dissertation proposal defense before the end of 4 years of full-time study. | Sampling: All PhD students.  Activity report. | All students (100%) have to publish at least one article in a peer reviewed journal. |

Every student has to submit at the end of every semester an activity report (see appendix). This report is the basis for the collection of the necessary data.

# Results of Learning Goal Assessment

The results of the initial learning goal assessments carried out to date are included below.

**Explanation**

The learning goal #2 has one learning objective and is measured using the rubric “number of publications”.

The assessment is conducted by classifying students into the three categories:

- Does not meet expectations  
- Meets expectations  
- Exceeds expectations

The person doing the assessment provides explanatory comments and recommendations on the bottom of the Results Summary Sheet. The recommendations improve content or policies of the program.

# Results of Assessment: Fall 2016

**LEARNING GOAL # 2: 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.**

**ASSESSMENT DATE: December 22, 2016 ASSESSOR: Ph.D. Program Director**

**NO. OF STUDENTS TESTED: 19**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **FT/ PT** | **Years in Program** | **PRJ** | **Procs** | **Bk Chap** | **Books** | **Other**  **(Working**  **Papers)** |
| **Aleman Lopez Elias** | **FT** | 1 | **0** | **0** | 0 | 0 | **4** |
| **Bao Jin** | **FT** | 3 | **0** | **3** | 0 | 0 | **2** |
| **Chen Jingyi** | **FT** | 2 | **0** | **1** | 0 | 0 | **2** |
| **Chen Rongjuan** | **FT** | 4 | **0** | **1** | 0 | 0 | **3** |
| **Gao Ting** | **FT** | 4 | **1** | **3** | 0 | 0 | **1** |
| **Genc Yegin** | **FT** | 4 | **1** | **2** | 0 | 0 | **2** |
| **Goren Esra** | **PT** | 4 | **0** | **0** | 0 | 0 | **1** |
| **Han Yue** | **FT** | 2 | **0** | **0** | 0 | 0 | **0** |
| **Jiang Gechen** | **FT** | 1 | **0** | **0** | 0 | 0 | **2** |
| **Kules Stanley** | **PT** | 2 | **0** | **0** | 0 | 0 | **0** |
| **Kyriakou Charalampos** | **FT** | 2 | **0** | **1** | 0 | 0 | **3** |
| **Li Huaye** | **FT** | 1 | **0** | **2** | 0 | 0 | **2** |
| **Ozturk Pinar** | **FT** | 1 | **0** | **0** | 0 | 0 | **0** |
| **Ren Jie** | **FT** | 4 | **0** | **3** | 0 | 0 | **3** |
| **Ren Yong** | **FT** | 4 | **1** | **1** | 0 | 0 | **1** |
| **Topic Milos** | **PT** | 2 | **0** | **0** | 0 | 0 | **2** |
| **Wang Kai** | **FT** | 3 | **0** | **0** | 0 | 0 | **3** |
| **Yang Siwen** | **FT** | 1 | **0** | **0** | 0 | 0 | **0** |
| **Total** |  |  | **3** | **17** | 0 | 0 | **31** |

Only 3 out of the 19 students actually published a paper so far in PMJ, 2012, IJBIR, 2011, Applied Optics, 2010.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 1** | *Students are able to write competitive research papers.* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **2** | **>2** |  |
| Trait 1: | Number of publications at graduation. | 3 | 1 | 1 |  |
| **Criterion:** | **Does not meet expectations: 0-1; Meets: 2; Exceeds: 3** | 0 | 2 | 3 | 1.25 |

**COMMENTS:** 5 students graduated in 2016. 4 students were part-time students who took also a leave of absence and who are working in industry.

**Graduates 2016**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **FT/ PT** | **Years in Program** | **PRJ** | **Procs** | **Bk Chap** | **Books** | **Other**  **(Working**  **Papers)** |
| **Jin Bao** | **PT** | 7 | 0 | 2 | 0 | 0 | 0 |
| **Laura Finnerty Paul\*** | **PT** | 5 | 0 | 0 | 0 | 0 | 0 |
| **Esra Goren\*** | **PT** | 10 | 0 | 0 | 0 | 0 | 0 |
| **Charalampos Kyriakou** | **FT** | 5 | 1 | 20 | 0 | 0 | 0 |
| **Robert Zotti\*** | **PT** | 8 | 0 | 0 | 0 | 0 | 0 |
| **Total/Student** |  | 7 | 1 | 22 | 0 | 0 | 0 |

**\*Students took leave of absence**

**REMEDIAL ACTIONS:** No actions discussed for the coming year**.**

# Specific Steps Taken in Fall 2016

No actions were taken, since the distribution of the graduates was unusual (4out of 5 graduates students were part-time students).

# Results of Assessment: Fall 2017

**LEARNING GOAL # 2: 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.**

**ASSESSMENT DATE: December, 2017 ASSESSOR: Ph.D. Program Director**

**NO. OF STUDENTS TESTED: 6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 1** | *Students are able to write competitive research papers.* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0-7** | **>7** | **>21** |  |
| Trait 1: | Satisfactory research papers as evaluated by the examining committee submitted as part of the preliminary and qualifying examinations \* (see rubric below) | NA | NA | NA | NA |
|  | **Does not meet expectations: 0-7; Meets: >7; Exceeds: >21** |  |  |  |  |
|  |  | | | | |
|  |  | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **2** | **>2** |  |
| Trait 2: | Number of papers presented and/or published in academic outlets at graduation |  |  | 4 |  |
| **Total:** | **Does not meet expectations: 0; Meets: 2; Exceeds: 3** |  |  | 12 | 3 |

**Trait 1:** Could not be assessed in 2017. It will be first assessed in 2018.

**Trait 2:** Exceeds expectations. Total number of papers presented and/or published: 36.

**COMMENTS:** New qualification policy was implemented in 2017 to improve publication output.

**REMEDIAL ACTIONS:** No other actions were discussed for the coming year**.**

**LEARNING OBJECTIVE # 2: Students will defend at or about the end of the fourth year of fulltime study.**

**ASSESSMENT DATE: December, 2017 ASSESSOR: Ph.D. Program Director**

**NO. OF STUDENTS TESTED: 7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 2** | *Students will defend their dissertations at or about the end of the fourth year of fulltime study.* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **1** | **2** |  |
| Trait 1 | Elapsed time to proposal defense. | 2 | 3 | 0 |  |
|  | **Does not meet expectations: >3 years; Meets: 3 years; Exceeds: less than 3 years** | 0 | 3 | 0 | 0.6 |
|  |  |  |  |  |  |
|  | **Value** | **Poor** | **Good** | **Excellent** | **Score** |
|  |  | **0** | **1** | **2** |  |
| Trait 2 | Elapsed time to dissertation defense. | 4 | 0 | 0 | 0 |
| **Total:** | **Does not meet expectations: Does not meet expectations: >4 years; Meets: 4 years; Exceeds: less than 3 years** |  |  |  | 0 |

**Trait 1:** Does meet expectations. Students are defending their proposals earlier.

**Trait 2:** Does not meet expectations. Three graduates finished in year 5 of studies and one external student in year 8 after leave of absence. Three students accepted positions in academia. The fifth year naturally serves as a year to find a position.

**COMMENTS:** New qualification policy was implemented in 2017 to reduce elapsed times to proposal and dissertation defense.

**REMEDIAL ACTIONS:** No other actions discussed for the coming year**.**

# Specific Steps Taken in Fall 2017

No specific steps were taken, since we were implementing the new examination policy that we expect to influence the elapsed time to graduation.

# Results of Assessment: Fall 2018

**LEARNING GOAL # 2: 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.**

**ASSESSMENT DATE: December, 2018 ASSESSOR: Ph.D. Program Director**

**NO. OF STUDENTS TESTED: 12**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 1** | *Students are able to write competitive research papers.* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **2** | **3** |  |
| Trait 1: | Satisfactory research papers as evaluated by the examining committee submitted as part of the preliminary and qualifying examinations \* (see rubric below) | 1 | 6 | 3 |  |
|  | **Does not meet expectations: 0-7; Meets: >7; Exceeds: >21** | 0 | 12 | 9 | 2.1 |
|  |  | | | | |
|  |  | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **2** | **>2** |  |
| Trait 2: | Number of papers presented and/or published in academic outlets at graduation | 2 | 1 | 0 |  |
| **Total:** | **Does not meet expectations: 0; Meets: 2; Exceeds: 3** | 0 | 1 | 0 | .33 |

**Trait 1:** Meets expectations. All but one student papers (preliminary and qualifying) were rated good or excellent.

**Trait 2:** Does not meet expectations. Total number of papers presented and/or published: see appendix. Two students have published one paper and one student has published 4 papers. The students with one paper were placed in industry.

**COMMENTS:** New qualification policy was implemented in 2017 to improve publication output.

**REMEDIAL ACTIONS:** Graduated students did not fall under the new qualification policy. Therefore, no actions discussed for the coming year.

**LEARNING OBJECTIVE # 2: Students will defend at or about the end of the fourth year of fulltime study.**

**ASSESSMENT DATE: December, 2018 ASSESSOR: Ph.D. Program Director**

**NO. OF STUDENTS TESTED: 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 2** | *Students will defend their dissertations at or about the end of the fourth year of fulltime study.* | | | | |
|  | **Trait** | **Poor** | **Meet** | **Exceed** | **Score** |
|  | **Value** | **0** | **1** | **2** |  |
| Trait 1 | Elapsed time to proposal defense. | 2 | 0 | 0 | 0 |
|  | **Does not meet expectations: >3 years; Meets: 3 years; Exceeds: less than 3 years** | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |
|  | **Value** | **Poor** | **Good** | **Excellent** | **Score** |
|  |  | **0** | **1** | **2** |  |
| Trait 2 | Elapsed time to dissertation defense. | 1 | 2 | 0 | 2 |
| **Total:** | **Does not meet expectations: Does not meet expectations: >4 years; Meets: 4 years; Exceeds: less than 3 years** | 0 | 2 | 0 | .7 |

**Trait 1:** Does not meet expectations. One graduate student defended his proposal in year 5, the second in year 8 after taking a leave of absence.

**Trait 2:** Does not meet expectations. One graduate student graduated in year 5, the second in year 8 after taking a leave of absence

**COMMENTS:** Students are delayed against the goal to defend their proposal in year 3. Two students finished in 4 years. This was the first time that students were able to finish in four years.

**REMEDIAL ACTIONS:** Students did not fall under the new qualification policy. Therefore, no actions discussed for the coming year.

# Specific Steps Taken in Fall 2018

No specific steps were taken. The impact of the new policy cannot be determined at this point in time. It will take two more years.

# Results of Assessment: SPRING 2019

**LEARNING GOAL # 2: 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.**

**ASSESSMENT DATE: May, 2019 ASSESSOR: Ph.D. Program Director**

**NO. OF STUDENTS TESTED: 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 1** | *Students are able to write competitive research papers.* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **1** | **2** |  |
| Trait 1: | Satisfactory research papers as evaluated by the examining committee submitted as part of the preliminary and qualifying examinations \* (see rubric below) | NA | 1 | NA | NA |
|  | **Does not meet expectations: 0-7; Meets: >7; Exceeds: >21** |  | 1 |  | 1 |
|  |  | | | | |
|  |  | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **1** | **>2** |  |
| Trait 2: | Number of papers presented and/or published in academic outlets at graduation | 1 | 0 | 2 |  |
| **Total:** | **Does not meet expectations: 0; Meets: 1; Exceeds: 2** | 0 | 1 | 2 | 1 |

**Trait 1:** Meets expectations. Only one student defended his preliminary paper after failing it the first time. The majority of the students will defend their papers in the beginning of the fall semester.

**Trait 2:** Meets expectations. One fulltime student will join academia and exceeds expectations. The second student is part-time and is working in industry.

**COMMENTS:** The difference between fulltime and part-time students in the academic output is significant. It is the program’s main intent to only accept fulltime students.

**REMEDIAL ACTIONS:** No action necessary.

**LEARNING OBJECTIVE # 2: Students will defend at or about the end of the fourth year of fulltime study.**

**ASSESSMENT DATE: May, 2019 ASSESSOR: Ph.D. Program Director**

**NO. OF STUDENTS TESTED: 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 2** | *Students will defend their dissertations at or about the end of the fourth year of fulltime study.* | | | | |
|  | **Trait** | **Poor** | **Meet** | **Exceed** | **Score** |
|  | **Value** | **0** | **1** | **2** |  |
| Trait 1 | Elapsed time to proposal defense. | 0 | 0 | 0 | 0 |
|  | **Does not meet expectations: >3 years; Meets: 3 years; Exceeds: less than 3 years** | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |
|  | **Value** | **Poor** | **Good** | **Excellent** | **Score** |
|  |  | **0** | **1** | **2** |  |
| Trait 2 | Elapsed time to dissertation defense. | 2 | 0 | 0 | 0 |
| **Total:** | **Does not meet expectations: Does not meet expectations: >4 years; Meets: 4 years; Exceeds: less than 3 years** | 0 | 0 | 0 | 0 |

**Trait 1:** No proposal was defended in spring 2019.

**Trait 2:** Does not meet expectations. The two graduates finished in year 5 and year 8.

**COMMENTS:** One student has accepted an offer as assistant professor. The other student was a part-time student who took a leave of absence and who has a position in industry.

**REMEDIAL ACTIONS:** No actions discussed as the main part of the assessment will take place at the end of the fall semester.

# Outcomes: PhD Learning Goal # 2 after 3 Rounds of Assessment

All student publications are tracked.

|  |  |  |
| --- | --- | --- |
|  | Average Graduation Time | Average Publications/Student |
| 1. Round 2016 | 5 years | 4.4 |
| 2. Round 2017 | 5 years | 9.5 |
| 3. Round 2018 | 4.3 years | 2 |

# CLOSE LOOP PROCESS – CONTINUOUS IMPROVEMENT RECORD

Several policies were implemented or are discussed and close to implementation to improve a competitive publication output. The effects will be observable in 2020.

# APPENDIX – Data 2016

**Graduates 2016**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **FT/ PT** | **Years in Program** | **PRJ** | **Procs** | **Bk Chap** | **Books** | **Other**  **(Working**  **Papers)** |
| **Jin Bao** | **PT** | 7 | 0 | 2 | 0 | 0 | 0 |
| **Laura Finnerty Paul\*** | **PT** | 5 | 0 | 0 | 0 | 0 | 0 |
| **Esra Goren** | **PT** | 10 | 0 | 0 | 0 | 0 | 0 |
| **Charalampos Kyriakou** | **FT** | 5 | 1 | 20 | 0 | 0 | 0 |
| **Robert Zotti\*** | **PT** | 8 | 0 | 0 | 0 | 0 | 0 |
| **Total/Student** |  | 7 | 1 | 22 | 0 | 0 | 0 |

**\*Student took leave of absence**

**2016 Graduates – Dissertation Titles**

|  |  |
| --- | --- |
| **Student** | **Dissertation Title** |
| **Jin Bao** | **Crowd-sourced Evaluation Methods for Predicting Product Success** |
| **Laura Finnerty Paul** | **The Effects of Perceived Race/Ethnic Diversity, Perceived Informational Diversity and Trust on the Sharing of Unique Information, and the Moderating Role of Virtuality** |
| **Esra Goren** | **An Exploratory Study of Accountable Care Organizations’ Approaches to Compliance with the Health Insurance Portability and Accountability Act (HIPAA) Security Role** |
| **Charalampos Kyriakou** | **Collective Innovation: Novelty, Reuse and their Interplay** |
| **Robert Zotti** | **The Implementation of Web Conferencing Systems in Online Graduate Courses** |

**Spring and Fall 2016 Proposals**

|  |  |  |
| --- | --- | --- |
| **Name** | **Date of Proposal** | **Years in Program at Time of Proposal** |
| **Yue Han** | **10/20/2016** | 5 |
| **Pinar Ozturk** | **11/01/2016** | 5 |
| **Siwei Zhu** | **10/16/2016** | 4 |

Publications – Spring 2016 & Fall 2016 Graduates

Jin Bao (7th Year)

Sakamoto, Y., Bao, J. (2011). *Testing tournament selection in creative problem solving using crowds*. International Conference on Information Systems (ICIS).

Bao, J. & Sakamoto, Y. (2011). *Crowdsourcing Creativity: Generating and Combining Ideas Using Crowds*. Poster at Annual Conference of the Cognitive Science Society.

Harris Kyriakou (5th Year)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Kyriakou, H., Nickerson, J.V., Sabnis, G. Knowledge Reuse for Customization, MISQ, Conditional Acceptance, Special Issue on Digital Innovation, to appear in 2017. |  |  |  |  |  |  |  |  |
| Kyriakou, H., Nickerson, J.V. The Effect of Shape on Semantic Novelty in Product Design Usage. |  |  |  |  |  |  |  |  |
| Kyriakou, H., Nickerson, J.V. Twitch Plays Pokémon: An Exploratory Analysis of Synchronous Crowd Collaboration. |  |  |  |  |  |  |  |  |
| Kyriakou, H., Ozturk, P., Han, Y., Mason, W.A., Nickerson, J.V. Hops to Hoops: Predicting team-based sports by analyzing network structure. |  |  |  |  |  |  |  |  |
| Collection Innovation: Novelty and Recombination in 3D Printing Designs, International Conference on Information Systems (ICIS), Fort Worth, TX, 12/2015. |  |  |  |  |  |  |  |  |
| Collective Innovation in 3D Printing: Reuse, Novelty, & Their Interplay in an Empirical Design Landscape, Technology & Innovation Management (TIM) Research Development Workshop, Vancouver, BC, 08/2015. |  |  |  |  |  |  |  |  |
| Collective Innovation in 3D Printing: Reuse, Novelty, & Their Interplay in an Empirical Design Landscape, Organizational Communication and Information Systems (OCIS), Vancouver, BC, 08/2015. |  |  |  |  |  |  |  |  |
| Collective Innovation in 3D Printing: Novelty, Reuse, & Their Interplay, 13th Open and User Innovation Meeting (OUI), Cátolica Lisbon School of Business & Economics, Lisbon, Portugal, 07/2015. |  |  |  |  |  |  |  |  |
| Collective Innovation & The Inheritance of Ideas, Academy of Management Conference, Technology Innovation Management (TIM) Doctoral Consortium, Philadelphia, PA, 08/2014. |  |  |  |  |  |  |  |  |
| Collective Innovation & The Inheritance of Ideas, Association for Information Systems Conference (AMCIS) Doctoral Consortium 2014, Savannah, GA, 08/2014. |  |  |  |  |  |  |  |  |
| Kyriakou, H., Nickerson, J.V. Collective Intelligence in 3D Printing: Novelty, Reuse & Their Interplay, INFORMS Annual Meeting, Philadelphia, PA 2015. |  |  |  |  |  |  |  |  |
| Kyriakou, H., Nickerson, J.V. Novelty and Reuse in an Open Innovation Community, Workshop on Information in Networks (WIN), New York University, New York, NY, 2015. |  |  |  |  |  |  |  |  |
| Kapogli, E., Kyriakou, H. The Effect of Network and Geolocation Measures on Business Ratings, Workshop on Information in Networks (WIN), New York University, New York, NY, 2015. |  |  |  |  |  |  |  |  |
| Kyriakou, H., Nickerson, J.V.  Evolution and Recombination in Open Source Hardware, American Association for the Advancement of Science (AAAS) Annual Meeting, San Jose, CA, 2015. |  |  |  |  |  |  |  |  |
| Kyriakou, H., Nickerson, J.V. Novelty in Collective Design Landscapes, 13th Open and User Innovation Meeting (OUI), Católica Lisbon School of Business & Economics, Lisbon, Portugal, 2105. |  |  |  |  |  |  |  |  |
| Kyriakou, H., Nickerson, J.V.  Measuring Innovation in Remix Communities, 12th Open and User Innovation Meeting (OUI), Harvard Business School, Cambridge, MA, 2014. |  |  |  |  |  |  |  |  |
| Kyriakou, H., Nickerson, J.V. Collective Innovation in Open Source Hardware, Collective Intelligence, Massachusetts Institute of Technology, Cambridge, MA, 2014. |  |  |  |  |  |  |  |  |
| Kyriakou, H., Nickerson, J.V. Idea Inheritance, Originality, and Collective Innovation. Workshop on Information in Networks, New York University, New York, NY, 2013. |  |  |  |  |  |  |  |  |
| Kyriakou, H., Englehardt, S., Nickerson, J.V. Networks of Innovation in 3D Printing. Workshop on Information in Networks, New York University, New York, NY, 2012. |  |  |  |  |  |  |  |  |
| Remixing Strategies, MIS Quarterly Special Issue Research Workshop, University of Southern California (USC), Los Angeles, CA, 02/2015. |  |  |  |  |  |  |  |  |
| Traces of Innovation in Thingiverse, Open Hardware Summit 2013, Massachusetts Institute of Technology (MIT), Cambridge, MA, 09/2013. |  |  |  |  |  |  |  |  |
| Collaboration in an Open Innovation Environment: Designers in Thingiverse, World Maker Faire, New York Hall of Science, Queens, NY, 09/2013 |  |  |  |  |  |  |  |  |
| Innovation Heterosis: Networks of Crowdsourced Products & the Art of Remixing, NSF Social Computation Systems (SoCS), Seattle, WA, 06/2013. |  |  |  |  |  |  |  |  |

**APPENDIX – Data 2017**

**Graduates 2017**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **FT/ PT** | **Years in Program** | **PRJ** | **Procs** | **Bk Chap** | **Books** | **Other**  **(Working**  **Papers)** |
| **Elias Aleman Lopez** | **FT** | 5 | 0 | 4 | 0 | 0 | 0 |
| **Pinar Ozturk** | **FT** | 5 | 0 | 15 | 0 | 0 | 0 |
| **Yue Han** | **FT** | 5 | 1 | 9 | 0 | 0 | 0 |
| **Yong Ren\*** | **PT** | 8 | 1 | 8 | 0 | 0 | 0 |
| **Total/Student** |  |  | 2 | 36 | 0 | 0 | 0 |

**\*Student took a leave of absence**

**2017 Graduates – Dissertation Titles**

|  |  |
| --- | --- |
| **Student** | **Dissertation Title** |
| **Elias Aleman Lopez** | **The Genesis of Female Executives and those with International Experience in the C-Suite** |
| **Pinar Ozturk** | **Dynamics of Online Community Collaborations** |
| **Yue Han** | **Collective Exploration: Understanding Remixing Patterns in Online Communities** |
| **Yong Ren** | **Forecast of European Stock Returns Using Sentiment Analysis: A Frame Semantics and Hybrid Approach** |

**Spring and Fall 2017 Proposals**

|  |  |  |
| --- | --- | --- |
| **Name** | **Date of Proposal** | **Years in Program at Time of Proposal** |
| **Sahar Emamzadehfard** | **09/26/2017** | 3 |
| **Serhan Kotiloglu** | **10/04/2017** | 3 |
| **Patrick Lohmann** | **05/05/2017** | 3 |
| **Baris Morkan** | **03/09/2017** | 4 |
| **Siwen Yang (PT)** | **05/22/2017** | 5 |

Publications – Spring 2017 & Fall 2017 Graduates

Elias Aleman Lopez (5th Year)

Refereed Proceedings

Aleman, Elias. A literature review on Knowledge Process Outsourcing (KPO). (September 1, 2015). Stevens Institute of Technology - School of Business Research Paper No. 2015-53. Available on SSRN: http://ssrn.com/abstract=2654445

Aleman, Elias and Murphy, Ann. An examination of the antecedents of global diversity in top management teams (August 20, 2014). Howe School Research Paper No. 2014-39. Available on SSRN: http://papers.ssrn.com/sol3/papers.cfm? Abstract id=2431587

Aleman, E., Murphy, A. Revisiting the antecedents of TMT global diversity (November 1, 2013). Society of Hispanic Professional Engineers 2013 Annual Meeting, Indianapolis, IN.

Aleman, E., Murphy, A., and Aronson, Z.H. An examination of the antecedents of TMT Global Diversity (February 27, 2013). Strategic Management Society 2013 Annual Conference, Atlanta, GA.

Pinar Ozturk (5th Year)

Refereed Proceedings

Nickerson, J.V., Han, Y., and Ozturk, P. Collaborative Editing as Collective Creativity, Fifteenth International Workshop on Collaborative Editing Systems (IWCES15), Portland, Oregon. February 2017.

Andalibi, N., Ozturk, P., and Forte, A. Sensitive Self-Disclosures, Responses, and Social Support on Instagram, In Proceedings of the 20th ACM Conference on Computer Supported Cooperative Work and Social Computing (CSCW), Portland, OR, February 2017.

Ren, J., Ozturk, P., and Luo, S. Examining Customer Responses to Fake Online Reviews: The Role of Suspicion and Product Knowledge. Web Workshop, 2016 International Conference on Information Systems (ICIS), Dublin, Ireland, December 2016.

Ozturk, P. Evolution and Influence of Sub-groups on Group Productivity and Success, In Proceedings of the International Conference on Open Source Systems, Doctoral Consortium (OSS), Gothenburg, Sweden, June 2016.

Winkler, T., Ozturk, P., and Brown, C. Sustainability Strategies for Regional Health Information Organization Startups, Health Policy and Technology, 5(4), 2016, pp.341-349.

Ozturk, P., Han, Y., Towne, W.B., and Nickerson, J.V. Topic Prevalence and Reuse in an Open Innovation Community, Collective Intelligence (CI), New York, NY, June 2016.

Ozturk, P., and Nickerson, J.V. Paths from Talk to Action, In Proceedings of the 2015 International Conference on Information Systems (ICIS), Fort Worth, TX, December 2015.

Ozturk, P., and Nickerson, J.V. Modularity and Productivity in WikiProjects, Workshop on Information in Networks (WIN), New York, NY, October 2015.

Ozturk, P., and Nickerson, J.V. WikiProjects: Collaborative Project Development Teams, Collective Intelligence (CI), Santa Clara, CA, June 2015.

Andalibi, N., Ozturk, P., and Forte, A. Depression-related Imagery on Instagram, In Proceedings of the 18th ACM Conference on Computer Supported Cooperative Work and Social Computing (CSCW), Vancouver, Canada, March 2015.

Ozturk, P., Li, H., and Sakamoto, Y. Combating Rumor Spread on Media: The Effectiveness of Refutation and Warning, In Proceedings of the 48th Annual Hawaii International Conference on Systems Sciences (HICSS), Kauai, HI, January 2015 (Best Paper Award Nominee).

Ozturk, P. and Han, Y. Similar, Yet Diverse: A Recommender System, Collective Intelligence Conference (CI), Cambridge, MA, June 2014.

Teodoro, R., Ozturk, P., Naaman, M., Mason, W., and Lindqvist, J. The Motivations and Experiences of the On-Demand Mobile Workforce, In Proceedings of the 17th ACM Conference on Computer Supported Cooperative Work and Social Computing (CSCW), Baltimore, MD, February 2014.

Winkler, T., Brown, C., and Ozturk, P. The Interplay of Top-Down and Bottom-Up: Approaches for Achieving Sustainable Health Information Exchange, In Proceedings of 2014 European Conference on Information Systems (ECIS), Tel Aviv, Israel, June 2014.

Winkler, T., Brown, C., and Ozturk, P. Sustainability of Health Information Exchange beyond HITECH: Comparing the Evolutionary Paths in Two Contiguous States, 4th Annual Workshop on Health IT and Economics (WHITE), Washington, D.C., November 2013.

Yue Han (5th Year)

Refereed Proceedings

Malone, T.W., Nickerson, J.V., Laubacher, R., Fisher, L.H., De Boer, P., Han, Y., Towe, W.B. (forthcoming). Putting the pieces back together again: Contest Webs for Large-Scale Problem solving. In CSCW 2017 Proceedings.

Ozturk, P., Han.Y., Towne, B.W., and Nickerson, J.V. 2016. Topic Prevalence and Reuse in an Open Innovation Community, in Collective Intelligence Conference.

Han, Y. and Nickerson, J.V. (2015). Commenting to Promote Exploration of the Design Space: Digital Collaborations in Online Open Innovation Communities. In ICIS.

Han, Y., and Nickerson, J.V. (2015). Understanding the Exploration of Design Space in Remix Networks. In Workshop on Information in Networks.

Han, Y., and Nickerson, J.V. (2015). Exploring Design Space Through Remixing. In Collective Intelligence.

Ozturk, P., and Han, Y. (2014). Similar, Yet Diverse: A Recommender System. In Collective Intelligence.

Altguer-Genc, G., Han, Y., and Geng, Y. (2014). Design and Development of Interaction Simulations to Support an Engineering Technology Course. In 2014 ASEE Annual Conference.

Huang, Z., Song, Z., and Han, Y. (2014). Research on the Cooperation Mechanism between Small and Medium-Sized Energy Service Companies and Banks Based on Regional Contracts. In ICCREM 2014.

Han, Y. and Nickerson, J.V. (2013, September). Remix Networks in Scratch. In Workshop on Information in Networks.

Refereed Publications

Huang, Z., Zhang, Y., and Han, Y. (2013). Risk identification and evaluation in energy performance contracting project. In Journal of Engineering Management, (1), 48-52.

Yong Ren (9th Year)

Refereed Proceedings

Creamer, G., Ren, Y., Sakamoto, Y., & Nickerson, J.V. (2013). News and sentiment analysis of the European market with a hybrid expert-weighing algorithm. International Conference on Social Computing, October 2013.

Creamer, G., Ren, Y., & Nickerson, J.V. (2013. Impact of dynamic corporate news networks on asset return and volatility. International Conference on Social Computing, October 2013.

Creamer, G., Ren, Y., & Nickerson, J.V. (2012). A Longitudinal Analysis of Asset Return, Volatility and Corporate News Network. In Business Intelligence Congress 3 Proceedings, December 2012.

Creamer, G., Ren, Y., & Nickerson, J.V. (2012). Can Corporate News Networks Influence Volatility and Prices? The 4th Annual Modeling High Frequency Data in Finance Conference, July 2012.

Creamer, G., Ren, Y., & Nickerson, J.V. (2011). News, Corporate Networks and Asset Prices. The 3rd Annual Modeling High Frequency Data in Finance Conference.

Creamer, G., Ren, Y., & Nickerson, J.V. (2011). News, Corporate Networks and Price Discovery. The 3rd Workshop on Information in Networks, 2011.

Ren, Y., Iftekharuddin, K.M., and White., E. (2010). Large-scale pose-invariant face recognition using cellular simultaneous recurrent network. Applied Optics, Vol. 49, Issue 10, pp. B92-B103 (2010).

Ren, Y., Anderson, K., Iftekharuddin, K.M., Kim, P., White, E. (2009). Pose Invariant Face Recognition Using Cellular Simultaneous Recurrent Networks. Accepted by IEEE International Joint Conference on Neural Networks.

Refereed Publications

Ren, Y., Iftekharuddin, K., White, E. (2009). Recurrent Network-Based Face Recognition Using Image Sequences. IEEE Symposium on Computation Intelligence for Multimedia Signal and Vision Processing, 2009.

# APPENDIX – Data 2018

**Graduates in 2018**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **FT/ PT** | **Years in Program** | **PRJ** | **Procs** | **Bk Chap** | **Books** | **Other**  **(Working**  **Papers)** |
| **Sahar Emamzadehfard** | **FT** | 4 | 1 | 0 | 0 | 0 | 0 |
| **Patrick Lohmann** | **FT** | 4 | 0 | 1 | 0 | 0 | 0 |
| **Siwei Zhou** | **FT** | 5 | 1 | 3 | 0 | 0 | 0 |
| **Total/Student** |  | 4.33 | 2 | 4 | 0 | 0 | 0 |

**2018 Graduates – Dissertation Titles**

|  |  |
| --- | --- |
| **Student** | **Dissertation Title** |
| **Sahar Emamzadehfard** | **Essays on Commodity Finance** |
| **Patrick Lohmann** | **The Digital Enterprise: On the Configurations of Managers, Technology Architects, and Business Processes** |
| **Siwei Zhu** | **Creating Innovators through Knowledge Networks: Theory and Evidence** |

Student Paper Evaluations



**2018 Proposals**

|  |  |  |
| --- | --- | --- |
| **Name** | **Date of Proposal** | **Years in Program at Time of Proposal** |
| **Mohamad Afkhami-Aghda** | **11/14/2018** | 4 |
| **Milos Topic (PT)** | **04/10/2018** | 7 |

Publications – Spring 2018 & Fall 2018 Graduates

Sahar Emamzadehfard (4th Year)

Refereed Publications

Ghoddusi, H., & Emamzadehfard, S. (2017). Optimal Hedging in the US Natural Gas Market: The Effect of Maturity and Cointegration, Journal of Energy Economics, Vol.63, March 2017, pp.92-105.

Patrick Lohmann (4th Year)

Refereed Proceedings

Lohmann, P., and zur Muehlen, M. 2015. Business Process Management Skills and Roles: An Investigation of the Demand and Supply Side of BPM Professionals. In Proceedings of the 13th International Conference on Business Process Management.

Siwei Zhu (5th Year)

Refereed Proceedings

Zhu, Siwei, Heidi M.J. Bertels, Peter A. Koen, Murad Mithani. (2015). What helps and hinders corporate entrepreneurs in their quest for funding? Published by Babson College Entrepreneurship Research Conference. Babson College.

Zhu, S. (2017). Creating Prodigious Innovators through Knowledge Networks, Academy of Management Proceedings, Vol. 1, pp. 17403.

Zhu, Koen, Bertels, & Mithani. (2018). Creating Innovators through Knowledge Networks: Theory and Evidence, Published by Babson College Entrepreneurship Research Conference, Babson College, Ireland.

Publications

Yan, Zhipeng, Zhao, Yan, and Zhu, Siwei. (2015). Swindlers, Fools, and Maniacs (疯子、骗子与傻子》, The Commercial Press, China (商务印书馆), . ISBN: 9787100111959.

# APPENDIX – Data 2019

**Graduates in 2018**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |
| Name | Trait 1 (Originality) | Trait 2 (Advance SOTA) | Trait 3 (Literature) | Trait 4 (New Technique) | Trait 5 (Theory) | Trait 6 (Empirical) | Trait 7 (Presentation) | Total |  |
| Yunho Jung | 2 | 2 | 3 | 1 | 1 | NA | 3 | 12 | 14 |
|  |  |  |  |  |  |  |  |  |  |

**Publications – Spring 2019 Graduates**

Serhan Kotiloglu (5th Year)

Refereed Publications

Ghoddusi, H., & Emamzadehfard, S. (2017). Optimal Hedging in the US Natural Gas Market: The Effect of Maturity and Cointegration, Journal of Energy Economics, Vol.63, March 2017, pp.92-105.

Refereed Proceedings

Kotiloglu, S., Lappas, T., Pelechrinis, K., Repoussis, P.P. 2015. The multi-period tourist trip design problem with time windows. CORS/INFORMS International Meeting 2015, June 14-17, 2015, Montreal, Canada.

Kotiloglu, S., Repoussis, P.P., Nickerson, J.V., Prastacos, G. 2015. Reliable planning of seaport container terminal operations with capacity disruptions. 27th European Conference on Operational Research, June 12-15, Glasgow, UK.

Kotiloglu, S., Mithani, M. 2017. Performance feedback and the cognition of entrepreneurial firms. Academy of Management Annual Meeting.

Kotiloglu, S., Chen, Y., Lechler, T. 2017. Differentiating the impacts of performance feedback on inter- and intra-organizational actions. Academy of Management Annual Meeting.

Kotiloglu, S., Chen, Y., Lechler, T. 2018. A Longitudinal Analysis on the Effects of Strategic Change on The Sustainability of Hyper Growth. AOM, Chicago 2018.

Kotiloglu, S., Chen, Y., Lechler, T. 2018. Analyzing the Effects of Performance Feedback on Sharing and Bearing Risks: A Meta-Analysis. AOM, Chicago 2018

Kotiloglu, S., Chen, Y., Lechler, T. 2018. Is Exceptional Growth Sustainable? Exploring How Entrepreneurial Gazelles Can Maintain Exceptional Growth. 38th Babson College Entrepreneurship Research Conference and Doctoral Consortium, Dublin, IRE 2018.

# APPENDIX Research Paper Review Form

**School of Business**

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

**PROGRAM: PhD Program**

**PhD-2 GOAL: Ph.D. graduates will have sufficiently mastered the core knowledge and tools needed to conduct original research in a timely manner.**

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

**Trait # 1: Satisfactory research papers as evaluated by the examining committee submitted as part of the preliminary or qualifying examinations.**

**ASSESSMENT DATE: ASSESSOR:**

**PRELIMINARY EXAMINATION/ QUALIFYING EXAMINATION:**

**Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Examination Committee Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Research Paper Quality Rubric** | | | | | | |
| **EVALUATION**  **CRITERIA** | **0** | **1** | **2** | **3** | **4** | **Score** |
| **Originality and novelty** | The work completely lacks originality | Repeats work of others with only minor changes | Work has not been done before, but is an obvious extension of previous work | Work incrementally improves on previous approaches | Work is cleverly designed and/or represents a significantly new direction or approach |  |
| **Advances the State of the Art** | No advance is evident | Results are obvious or easily anticipated | Incrementally advanced the knowledge in the field | Significantly advanced the knowledge in the field | Greatly advanced the knowledge in the field |  |
| **Literature survey** | Lacking | Cursory | Extensive but either not complete or not critical | Complete and concise, but not adequately critical | Comprehensive and critical |  |
| **Uses new or advanced techniques** | Uses only primitive methods | Uses only simple and long-established methods and techniques | Uses standard methods commonly known in the field | Uses the most advanced established methods | Uses or develops leading-edge methods not applied before in this field |  |
| **Has elements of theory** | Does not involve any theoretical development or predictions | Incorporates standard theory in the field | Incrementally advances theory currently used in the field | Significantly extends existing theory in the field | Involves theory that represents a break with the state-of-the-art |  |
| **Has empirical elements** | There is no data collection or usage | Few data are collected or relies on data from others | Data collection is a minor part of this work | Data collection is a major part of this work | Employs sophisticated and novel empirical methods |  |
| **Written presentation (Paper)** | Missing significant details or very difficult to read | Disorganized or lacking in some details | All details are present, but requires some effort by reader | All details are present, organization is adequate | Comprehensive, elegantly and clearly written |  |
| **Does not meet expectations: 0 – 13; Meets: 14-21; Exceeds: 22-28 Total Score:** | | | | | |  |

# APPENDIX – Activity Report

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

**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 Howe School Ph.D. program director.
5. You will be invited to a review meeting with the Ph.D. program committee.