Stevens Institute of Technology

School of Business

**AACSB  
ASSURANCE OF LEARNING PLAN**

**Doctor of Philosophy in Business Administration**

**(Ph.D.)**

COMPLETE PLAN REVISION

December 2016

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# INTRODUCTION: PhD ASSURANCE OF LEARNING PLAN

The Ph.D. in Business Administration program at the School of Business at Stevens is predominantly a fulltime program preparing the students for a successful academic career. It is 54 credit degree. The Ph.D. program’s designation and structure were changed over the academic year 2016. The Ph.D. program’s designation was changed in the beginning of the fall semester 2015 from Technology Management with its 3 research areas (Information Systems, Technology and Innovation Management and Social Computing) to a Ph.D. in Business Administration with 3 areas of research: Innovation & Entrepreneurship, Information Systems & Analytics and Finance. The curriculum was completely revised and new policies were defined. The new curriculum was approved in 2016-2017.

Major AoL changes were discussed and finalized in 2016. New rubrics were developed for the first AoL goal. The first AoL goal (PhD-1: Ph.D. graduates can effectively communicate research in oral presentations.) was assessed in the 2017 fall semester with the students who started in Fall 2016 the first time. The AoL goals of the program were changed in 2016 and have been assessed **3** times depending on the goal. More detailed results from goal assessments and corresponding steps taken to address those specific goals are documented in the individual goal booklets.

The qualification examination policy was changed and was implemented in 2017 the first time. A teaching policy for Ph.D. students was developed and will be introduced for approval in 2018/19 to support the third AoL goal.

The program’s curriculum structure consists of three concentrations (Innovation & Entrepreneurship, Information Systems & Analytics, Finance) and offers 5 common core courses that are shared across the three concentrations and in total 6 concentration specific courses (2 per concentration), several electives from the Masters’ programs and a research period that translate into credits as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Total Credits** | **Courses** | **Research** |
| **PhD Degree Requirements** | 54 | Min. 36 credits | Max. 18 credits |

\* 7 required courses, plus two individual study courses and 3 additional courses from specific Master’s program (min. 36 credits) and dissertation research (max. 18 credits)

The 7 courses are offered solely for Ph.D. students and are not part of the general Masters graduate programs. The qualification examination is conducted in two steps, after year one and after year two of full-time study.A proposal for the student’s PhD dissertation should be ideally defended at the end of the third year of full-time study. The PhD dissertation should be ideally defended at the end of the fourth year of full-time study.

**School of Business and PhD Vision Statements**

**School of Business Vision**  
To be a leading business school widely recognized for superior technology-focused and student-centric educational programs and research.

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

# PhD Learning Goals

The program’s primary objective is to prepare students to pursue an academic career or a career in a research environment.

The course work introduces students to the foundations of research related to innovation and entrepreneurship, information systems and analytics or finance and will equip them with the knowledge required to conduct independent research.

The Learning Goals for the PhD in Business Administration program are listed in Table 1.

**Table 1: Ph.D. Program Learning Goals**

Table 1: PhD Learning Goals

|  |
| --- |
| Learning Goals/ Skill Sets |
| PhD-1: Ph.D. graduates can effectively communicate research in oral presentations. |
| PhD-2: Ph.D. graduates will have sufficiently mastered the core knowledge and tools needed to conduct original research in a timely manner. |
| PhD-3: Ph.D. graduates are able to effectively deliver academic courses in a university environment. |

# 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** |
| **PhD-1: Ph.D. graduates can effectively communicate research** **in oral presentations.** | Student must present a research paper as part of the qualifying examination process.  Preliminary exam early in fall of 2nd year and qualifying exam early in fall of 3rd year | Students will be evaluated during the preliminary and qualifying exams by an examining faculty committee  Sampling: All PhD students | For the preliminary and qualifying exams, students must achieve a score of at least 3 out of a possible maximum of 5 |

|  |  |  |  |
| --- | --- | --- | --- |
| PhD-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.  Each of the two papers will be evaluated by an examining faculty committee.  Dissertation proposal will be evaluated by dissertation committee. | Each paper must be evaluated as at least satisfactory.  Proposal should be accepted by dissertation committee. |
| PhD-3: Ph.D. graduates are able to effectively deliver academic courses in a university environment. | After each taught course is completed. | Sampling: All PhD students.  Course/teacher evaluations. | Achieve a mean course & instructor evaluation score of at least 3.0 out of max 4.0 |

**Table 3: PhD Relation of Learning GOALS to Curriculum**

Table 3: Ph.D. Curriculum Alignment Map

|  |  |
| --- | --- |
| Learning Goals/ Skill Sets | Corresponding Educational Experiences |
| PhD-1: Ph.D. graduates can effectively communicate research in oral presentations. | Most courses involve individual and team presentations and require students to write research papers involving critical evaluations of literatures.  Preliminary and qualifying exams require research papers and their oral presentation.  Dissertation proposal defense and dissertation defense require research papers and their oral presentations. |
| PhD-2: Ph.D. graduates will have sufficiently mastered the core knowledge and tools needed to conduct original research in a timely manner. | All required Ph.D. courses (seven) address specific research methods or specific research areas related to fields of business administration.  Preliminary and qualifying exams require original research papers and their oral presentation. |
| PhD-3: Ph.D. graduates are able to effectively deliver academic courses in a university environment. | A teaching policy defining the different steps of teaching training is implemented. Specific teaching seminars are integrated into the process. |

# Ph.D. CURRICULUM ALIGNMENT MAP

**Table 4: Ph.D. Business Administration Curriculum Alignment Map**

|  |  |  |  |
| --- | --- | --- | --- |
| **Goals/** | PhD-1: Ph.D. graduates can effectively communicate research in oral presentations. | PhD-2: Ph.D. graduates will have sufficiently mastered the core knowledge and tools needed to conduct original research in a timely manner. | PhD-3: Ph.D. graduates are able to effectively deliver academic courses in a university environment. |
| **COMMON CORE COURSES** | |
| MA701 Statistical Inferences |  | Students learn the basic theoretical foundations of statistics and work on specific problems. |  | |
| FIN703 Microeconomic Theory  Prof. Ghoddusi | Students present specific cases in class. | Students learn the basic theoretical foundations of micro economic theory and work on specific research problems. |  | |
| FIN704 Econometrics  Prof. Saad-Lessler |  | Students learn the basic theoretical foundations of econometrics and work on specific research problems. |  | |
| MGT719 Research Design  Prof. Lee | Students present a research design that is related to their dissertation research. | Students work on specific problems and learn the different methods of research design. |  | |
| (TBD) Multivariate Statistics |  |  |  | |
| MGT801 Independent Study | Students learn to present their research paper. | Students work with advisor on specific research paper. |  | |
| PRV 961 | Students learn how to communicate and give presentations. |  |  | |
| Goals/  Finance Concentration Courses | PhD-1: Ph.D. graduates can effectively communicate research in oral presentations. | PhD-2: Ph.D. graduates will have sufficiently mastered the core knowledge and tools needed to conduct original research in a timely manner. | PhD-3: Ph.D. graduates are able to effectively deliver academic courses in a university environment. |
| FIN708 Corporate Finance Theory and Applications |  | Students learn the basic theoretical foundations of Corporate Finance. |  | |
| FIN705 Asset Pricing Theory and Applications |  | Students learn the basic theoretical foundations of Asset Pricing. |  | |
| Electives from Finance Masters’ Program |  | Students learn specific topics related to their research. |  | |
| Goals/  I&A Concentration Courses | PhD-1: Ph.D. graduates can effectively communicate research in oral presentations. | PhD-2: Ph.D. graduates will have sufficiently mastered the core knowledge and tools needed to conduct original research in a timely manner. | PhD-3: Ph.D. graduates are able to effectively deliver academic courses in a university environment. | |
| MGT734 Design Science Research Seminar | Students develop and present a course related research paper. | Students work on specific problems and study design science related research. |  | |
| MIS722 Business Process Management & Innovation | Students develop and present a course related research paper. | Students work on specific problems and study business process related research. |  | |
| Electives from IS or BI&A Masters’ Programs |  | Students learn specific topics related to their research. |  | |
| Goals/  E&I Concentration Courses | PhD-1: Ph.D. graduates can effectively communicate research in oral presentations. | PhD-2: Ph.D. graduates will have sufficiently mastered the core knowledge and tools needed to conduct original research in a timely manner. | PhD-3: Ph.D. graduates are able to effectively deliver academic courses in a university environment. | |
| MGT711 Entrepreneurship & Innovation Management Research | Students develop and present a course related research paper. | Students work on specific problems and study entrepreneurship and innovation related research. |  | |
| MGT753 Theory in Management Research | Students present a course related research paper. | Students work on specific problems and learn the different management theories. |  | |
| Electives from Management Masters’ or MBA Programs |  | Students learn specific topics related to their research. |  | |

# PhD LEARNING GOALS, OBJECTIVES AND RUBRICS

**PhD Goal-1:** *Ph.D. graduates can effectively communicate research in oral presentations.*

Oral presentation skills will be assessed as part of the preliminary examination taken after one year of full-time study (or its equivalent, for part-time students), at the qualifying examination taken after the second year of full-time study (or its equivalent, for part-time students) and at the dissertation defense.

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

|  |  |
| --- | --- |
| **PhD-1** | **Learning Goal, Objectives and Traits** |
| **GOAL [Lechler]** | Ph.D. graduates can effectively communicate research in oral presentations. |
| **Objective 1:** | *Students will be able to deliver oral presentations effectively* |
| Trait 1: | Organization and logic |
| Trait 2: | Voice quality and body language |
| Trait 3: | Use of slides to enhance communication |
| Trait 4: | Ability to answer questions |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Presentation Rubric**  *Students will be able to deliver oral presentations effectively.* | | | | |
| **Trait** | **Poor (0)** | **Good (5)** | **Excellent (10)** | **Score** |
| **Trait 1:  Organization & Logic** | Fails to introduce topic; no evidence of or poor logical flow of topic. | Prepares listeners for sequence and flow of topic. Loses place occasionally but flow and structure are still clear. | Engages listeners with overview, guides listeners through connections between sections, and alerts audience to key details and concepts. |  |
| **Trait 2: Voice Quality** | Cannot be heard or understood well due to volume, mumbling, speed, monotone delivery, and/or heavily accented English. | Clear delivery with well-modulated voice. Displays some confidence and enthusiasm, but may also contain flatter periods or sound overly rehearsed. | Exemplary delivery, with a voice that sounds fully engaged, conveys enthusiasm and confidence, and relates to the audience well. |  |
| **Trait 2: Body Language** | Turns away from audience or uses distracting gestures, such as pacing or tugging clothing. Speaker seems stiff, awkward or uncomfortable. Little eye contact. | Speaker is relaxed in front of the room and keeps distracting movements and gestures to a minimum. Generally faces audience and makes eye contact. | Speaker’s body language is superb and fully engages the room. Strong, consistent eye contact to the entire audience. Uses confident gestures to underscore key verbal points. |  |
| **Trait 3**  **Use of slides to enhance communication** | Misspelled, too busy, too much text, too many slides for allotted time, and/or poor use of graphics like charts. | Slides are readable, containing a reasonable amount of material per slide. Good use of graphics or illustrations. | Slides are well written/designed, engaging to the audience, and used as support to verbal content presentation. |  |
| **Trait 4**  **Ability to answer questions** | Transitions are awkward or non-existent. Speakers go over time limits. Answers are disorganized or non-responsive. | Transitions are smooth. Speakers generally stay within time limits. Speakers respond to questions well and provide sufficient response. | Transitions are professional and very smooth. Speakers respond convincingly and address all aspects of question. |  |
| **Does not meet expectations: 0 – 19; Meets: 20-35; Exceeds: 36-50 Total Score:** | | | |  |

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

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 3 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 [Lechler]** | 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 1** | *Students are able to write competitive research papers.* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Score** |
|  | **Value** | **0** | **3** | **>3** |  |
| **Trait 1:** | Satisfactory research papers as evaluated by the examining committee submitted as part of the preliminary and qualifying examinations (\*see rubric below) |  |  |  |  |
| **Total** | **Does not meet expectations: 0; Meets: 3; Exceeds: 4** |  |  |  |  |
|  | | | | | |
|  |  | **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 for 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. |  |  |  |  |
| **Total** | **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** |  |  |  |  |

**PhD Goal 3:** *Ph.D. graduates are able to effectively deliver academic courses in a university environment.*

The goal is to prepare students for an academic career. The process for preparing the students to teach effectively is organized in several steps to assure a seamless transition. It is manifested in the teaching policy of the Ph.D. program.

**Table 6: PhD Learning Goal 3, Objectives and Rubrics**

|  |  |
| --- | --- |
| **PhD - 3** | **Learning Goal, Objectives and Traits** |
| **GOAL [Lechler]** | *Ph.D. graduates are able to effectively deliver academic courses in a university environment.* |
| **Objective 1:** | *Students will be able to effectively deliver a course in their area of expertise.* |
| **Trait 1:** | Course Evaluation (Mean value of at least 3) |
| **Trait 2:** | Teacher Evaluation (Mean value of at least 3) |

# 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

**School of Business**

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

**PROGRAM: PhD Program**

**PhD-1 GOAL: Ph.D. graduates can effectively communicate research in oral presentations.**

**LEARNING OBJECTIVE #1: Graduates will be able to deliver oral presentations effectively.**

**ASSESSMENT DATE: ASSESSOR:**

**NO. OF STUDENTS TESTED:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Presentation Rubric**  *Students must be able to deliver oral presentations effectively.* | | | | |
| **Trait** | **Poor (0)** | **Good (5)** | **Excellent (10)** | **Score** |
| **Trait 1:  Organization & Logic** | Fails to introduce topic; no evidence of or poor logical flow of topic. | Prepares listeners for sequence and flow of topic. Loses place occasionally but flow and structure are still clear. | Engages listeners with overview, guides listeners through connections between sections, and alerts audience to key details and concepts. |  |
| **Trait 2: Voice Quality** | Cannot be heard or understood well due to volume, mumbling, speed, monotone delivery, and/or heavily accented English. | Clear delivery with well-modulated voice. Displays some confidence and enthusiasm, but may also contain flatter periods or sound overly rehearsed. | Exemplary delivery, with a voice that sounds fully engaged, conveys enthusiasm and confidence, and relates to the audience well. |  |
| **Trait 2: Body Language** | Turns away from audience or uses distracting gestures, such as pacing or tugging clothing. Speaker seems stiff, awkward or uncomfortable. Little eye contact. | Speaker is relaxed in front of the room and keeps distracting movements and gestures to a minimum. Generally faces audience and makes eye contact. | Speaker’s body language is superb and fully engages the room. Strong, consistent eye contact to the entire audience. Uses confident gestures to underscore key verbal points. |  |
| **Trait 3**  **Use of slides to enhance communication** | Misspelled, too busy, too much text, too many slides for allotted time, and/or poor use of graphics like charts. | Slides are readable, containing a reasonable amount of material per slide. Good use of graphics or illustrations. | Slides are well written/designed, engaging to the audience, and used as support to verbal content presentation. |  |
| **Trait 4**  **Ability to answer questions** | Transitions are awkward or non-existent. Speaker goes over time limits. Answers are disorganized or non-responsive. | Transitions are smooth. Speaker generally stays within time limits. Speaker responds to questions well and provides sufficient response. | Transitions are professional and very smooth. Speaker responds convincingly and addresses all aspects of question. |  |
| **Does not meet expectations: 0 – 19; Meets: 20-35; Exceeds: 36-50 Total Score:** | | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Total Students by Category**  **Objective 1**  (Based on Average score across all traits) | **Not meet expectations**  **Below 2** | **Meet Expectations**  **Mean: 2** | **Exceed Expectations**  **Above 2** |
|  |  |  |  |

**COMMENTS:**

**REMEDIAL ACTIONS:**

# APPENDIX B

**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 C

**School of Business**

**TEMPLATE OF AACSB PhD-2 LEARNING GOAL ASSESSMENT**

**PROGRAM: Ph.D. Program**

**PhD-2 GOAL: Ph.D. graduates master the core knowledge and tools needed to conduct original research sufficiently to identify and develop a dissertation research project in a timely manner.**

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

**NO. OF STUDENTS ASSESSED:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PhD Students** | **Count of:** | |  |  |
| **Name** | **PRJ** | **Procs**  **Bk Chap Books** | **Other** | **Average on Trait** |
|  |  |  |  |  |

**PRJ: Peer Reviewed Journal [5]**

**Procs: Conference Proceedings, Bk Chap: Book Chapters and Books [3]**

**Other: Working papers etc. [1]**

|  |  |  |  |
| --- | --- | --- | --- |
| **Total Students by Category**  **Objective 1**  (Based on Average score across all traits) | **Not meet expectations**  **0 Pubs.** | **Meet Expectations**  **1 PRJ** | **Exceed Expectations**  **2 or more PRJs** |
|  | **0** | **1** | **2** |

**COMMENTS:**

**REMEDIAL ACTIONS:**

**COMMENTS:**

**REMEDIAL ACTIONS:**

# APPENDIX D

**School of Business**

**TEMPLATE OF AACSB PhD-2 LEARNING GOAL ASSESSMENT**

**PROGRAM: Ph.D. Program**

**LEARNING OBJECTIVE #2: Students will defend their in a timely manner.**

**Trait # 1: Elapsed time to proposal defense.**

**Trait # 2: Elapsed time to dissertation defense.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Objective 2**  **Trait # 1** | **Not Meet Expectat-ons**  **(More 3 years)** | **Meet Expectat-ions**  **(3 years)** | **Exceed Expectat-ions**  **(Less 3 years)** | **Avg. Grade on Trait** |
| Elapsed time to proposal defense | **0** | **1** | **2** |  |
| **Average Grade (Maximum 4)** | | | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Objective 2**  **Trait # 2** | **Not Meet Expectat-ons**  **(6 years)** | **Meet Expectat-ions**  **(4 years)** | **Exceed Expectat-ions**  **(Less 4 years)** | **Avg. Grade on Trait** |
| Elapsed time to dissertation defense | **0** | **1** | **2** |  |
| **Average Grade (Maximum 4)** | | | |  |

# APPENDIX E

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

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

**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 |
|  | |  |
|  | |  |
|  | |  |
| Prelim/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

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

# APPENDIX F

**School of Business**

**TEMPLATE OF AACSB PhD-3 LEARNING GOAL ASSESSMENT**

**PROGRAM: Ph.D. Program**

**PhD-3 GOAL:** **Ph.D. graduates are able to effectively deliver academic courses in a university environment.**

**LEARNING OBJECTIVE #1: Students will be able to effectively deliver a course in their area of expertise.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Objective 1 Traits** | **Not Meet Expectat-ons** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Avg. Grade on Trait** |
| Course Evaluation  (Mean value of at least 3) | **0** | **3** | **4** |  |
| **Average Grade (Maximum 4)** | | | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of Students** | | |  |
| **Learning Objective 1 Traits** | **Not Meet Expectat-ons** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Avg. Grade on Trait** |
| Teacher Evaluation (Mean value of at least 3) | **0** | **3** | **4** |  |
| **Average Grade (Maximum 4)** | | | |  |

**NO. OF STUDENTS ASSESSED:**

**COMMENTS:**

**REMEDIAL ACTIONS:**