

Program Plans: Outcomes and Assessment Methods



Program (SSB) - EEE - Business Administration: Entrepreneurship (PhD) - 036

Program Mission Statement: The primary purpose of the OSU doctoral program is to prepare the candidate to conduct research in business and to teach. There are

three dimensions of this preparation:

First, the candidate is provided the opportunity to develop knowledge in:

- a broad understanding of the theory, nature, and activities of business firms;
- an awareness of the impact of environmental forces — social, political, legal, governmental, and economic — on the firm's operation;
- a comprehensive understanding of a selected area of professional concentration within business administration.

Second, the candidate is provided the opportunity to develop research competency in:

- an orientation toward the development and usage of theory in business decision making;
- a scholarly competency in conducting both basic and applied research.

Third, the candidate is provided the opportunity to develop teaching skills in his or her area of specialty.

To achieve the mission, the Ph.D. in Business Administration program has adopted four program learning goals and outlined an assessment plan for each goal. In addition, the program also uses an indirect assessment of our program, the placement of graduates,

as a means to assess the program.

Outcome: Knowledge of Scholarly Literature

Students should understand the scholarly literature in their field of specialization.

Outcome Status: Active

Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Start Date: 03/01/2019

Outcome Type: Knowledge

Assessment Methods

Performance or Jury - Knowledge of scholarly literature is assessed on a 5 point scale on the Knowledge of Scholarly Literature assessment rubric. The rubric is attached as a related document in Nuventive. Learning Goal 1 will be assessed via course research papers, first year or second year papers, and or comprehensive exams written by first and second year students. (Active)

*** Learning Outcome Goal/Benchmark:** 70% of students should achieve a rubric score of 4 based upon the 5 point scale on the Knowledge of Scholarly Literature assessment rubric.

Timeline for Assessment: Yearly; beginning 2018-2019

Related Documents:

[Literature Rubric Approved Revision 101217.docx](#)

Outcome: Ethics in Research

Students should be familiar with and conduct research according to the highest ethical standards.

Outcome Status: Active

Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

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Outcome Type: Skills

Assessment Methods

Other - The doctoral program coordinator ensures training with respect to ethics and research as well as adherence to basic ethical conduct in research by requiring students to complete the university's Responsible Conduct of Research (RCR) training administered by the Collaborative Institutional Training Initiative (CITI) The objective is for all students to complete RCR training by the second year in the program (by the first year is preferable) The amount of data collected on each student depends on the number of students in each program engaging in these activities, and varies from year to year, and from program to program. In addition, it requires verification of students' completion of the RCR requirement. (Active) (Active)

*** Learning Outcome Goal/Benchmark:** 100% of Ph.D. students complete RCR training by the end of their second year.

Timeline for Assessment: Annual

Other Assessment Type: University training module.

Analysis of Written Artifacts - The doctoral program coordinators ensure adherence to basic ethical conduct in research by evaluating works submitted by students in Turnitin to assess similarity with published and submitted papers. The types of works analyzed are similar to those assessing knowledge of literature, including seminar papers, papers required for comprehensive exams, and thesis work. The objective is for all works to receive less than a 30% similarity score for evaluated works. The data collection is led by program coordinators. It requires collecting works submitted by students including papers in doctoral seminar courses, papers as required by program, dissertation proposals, dissertation defenses, etc. The amount of data collected on each student depends on the number of students in each program engaging in these activities, and varies from year to year, and from program to program. (Active) (Active)

*** Learning Outcome Goal/Benchmark:** Average similarity score of less than 30% on assessed artifacts.

Timeline for Assessment: Annual

Other Assessment Type: Analyze papers using plagiarism detection software (Turnitin).

Outcome: Conduct Rigorous Research

Students should be able to conduct rigorous research in their specific discipline

Outcome Status: Active

Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Outcome Type: Knowledge

Assessment Methods

Presentation/Performance - Evaluation of student curriculum vitae at graduation. (Active)

*** Learning Outcome Goal/Benchmark:** 100% of graduating Ph.D. students should have a published proceedings paper and or conference presentation.

Timeline for Assessment: Yearly, beginning in 2018-2019

Presentation/Performance - Evaluation of student curriculum vitae at graduation (Active)

*** Learning Outcome Goal/Benchmark:** 50% graduating Ph.D.s should have an accepted or published paper at a peer-reviewed journal.

Timeline for Assessment: yearly beginning 2018-2019

Outcome: Effective Communication and Presentation

To develop effective communication skills for the classroom and for the presentation of research.

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Outcome Status: Active

Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Outcome Type: Skills

Assessment Methods

Oral Presentation - The doctoral committee members as well as other SSB faculty rate the oral communication skills of each doctoral student making oral presentations at various times during the student's tenure in the Ph.D. program, e.g., in doctoral seminar courses, paper presentations, dissertation proposal, dissertation defense, etc. Oral presentations are rated on a three-item, five-point oral presentation rubric attached to Nuventive. (Active)

*** Learning Outcome Goal/Benchmark:** : 67% of evaluated students should have a score of 10.5 or higher on the oral rubric.

Timeline for Assessment: Yearly, beginning with 2018-2019

Analysis of Written Artifacts - The doctoral committee members rate the written communication skills of each doctoral student presenting a dissertation proposal. Other departmental faculty members in the SSB may also rate the student's written work from doctoral seminars, paper presentations, co-authored papers, etc. during the student's tenure in the Ph.D. program. Written work is rated on the three-item, five-point written presentation rubric attached to Nuventive. (Active)

*** Learning Outcome Goal/Benchmark:** 67% of evaluated students should have a score of 10.5 or higher on the written rubric.

Timeline for Assessment: Yearly beginning 2018-2019

Other - The doctoral committee members collect information from student evaluations of instruction with respect to three items directly rating communication in the class room: Item 6, Preparation and Organization; Item 8, Presentation of Material; and Item 10, Explanation of Subject Material. Scores are sourced from course evaluation reports for course sections taught by Ph.D. students. (Active)

*** Learning Outcome Goal/Benchmark:** 67% of Ph.D. student teaching evaluations should have an averaged score of 3.75 out of a possible of 5 on the three items.

Timeline for Assessment: Yearly beginning 2018-2019

Other Assessment Type: Scores from student evaluations of instruction

Outcome: Indirect Assessment: Ph.D. Student Placement

To provide graduates with desired placement or advancement opportunities consistent with their career objectives.

Outcome Status: Active

Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Outcome Type: Skills

Assessment Methods

Other - Coordinators for each of the options communicate directly with graduates to determine their placement. (Active)

*** Learning Outcome Goal/Benchmark:** 100% of graduating students placed in AACSB accredited institutions unless the student has an alternative desired placement or career goal.

Timeline for Assessment: Yearly

Other Assessment Type: Placement at AACSB accredited and doctoral granting institutions.