

Program Assessment: Annual Report

Program(s): PhD in International Business and Marketing

Department: International Business and Marketing

College/School: Chaifetz School of Business

Date: October 1, 2021

Primary Assessment Contact: Mamoun Benmamoun

1. Which program student learning outcomes were assessed in this annual assessment cycle?

Students demonstrate their knowledge of the relevant literature and theories in the following areas: Marketing theory, Consumer behavior, International business, International marketing theory, Global business strategy.

Students shall be able to complete a research project that creates meaningful new knowledge in their chosen discipline. Students shall be able to create both written and oral research reports. Students shall be able to apply appropriate quantitative and qualitative analytical techniques.

Students demonstrate their ability to apply marketing and international business knowledge through the completion of original empirical research projects that create meaningful new knowledge within these disciplines and presenting this research for others.

Students understand and exhibit ethical practice in use and identification of published, unpublished, and electronic sources of information.

Students understand and practice appropriate safeguards in the use of human subjects in research

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

Comprehensive written and oral exams at the end of the courses.

Contributing in a meaningful way to seminar discussions.

Completed research dissertation proposals and defenses.

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

Faculty panels comprised of IB and MKT faculty members serve on each dissertation and evaluate students on preliminary exams and qualifying exams. See attached rubrics.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Our students are demonstrating the desired and necessary skills to be productive and successful in developing, executing, and presenting original research.

As the doctoral program typically admits two students a year we do not discuss the assessment results in terms of percentages as in other programs but focus on outcomes such as teaching certificates, journal acceptances, and comprehensive exam performance. Students within the PhD program in International Business and Marketing demonstrated success across all of the assessment areas and all four graduates, and, more expansively, the last twelve most recent graduates (2015-2020) obtained tenure track positions.

Consistent with the learning objective regarding an understanding of the scholarly literature, both students that took qualifying exams in 2019 successfully passed. In 2020 two of the three students that took the qualifying exam received passing marks. The third student was an international student who was dealing with family issues overseas, and petitioned for a retake upon addressing those issues. The student was successful in their second attempt, thus all 3 of 3 students passed.

In the assessment of students being able to apply their knowledge and address issues in a broader context over the previous two years the students had 12 journal submissions and two acceptances. Similarly, with respect to their ability to provide information in written and oral form the students had 39 conference presentations over the last two years. Finally, with respect for their ability to engage a broader audience than the experts in their field four students received teaching certificates from the Reinart Center for Teaching Excellence over the last four years.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

If students demonstrated a trending weakness in one of the learning outcomes, we would modify our program/course requirements as needed. However, no deficiencies were noted.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

We recently changed the comprehensive exam format to a first- and second-year paper format (with a written exam at the end of year one) to help students increase their research productivity. As a result of this process, the program has become more rigorous, and we have identified potential misfits of students within our program after the first year. The first two graduates from the new format both have multiple publications, notably more than their predecessors. Overall, the new format seems to be providing and more rigorous program and more productive student output. However, the new format has posed some unexpected challenges in terms of scheduling qualifying and preliminary exams during the summer months when availability is more restricted. This will be discussed and potential solutions will be addressed in upcoming steering committee meetings.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.