Detailed Assessment Report
2013-2014 Management Ph.D.
As of: 7/14/2014 03:07 PM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs
Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Several major changes have been made to the management PhD program over the past three years in response to assessment activities. Most of those changes involved altering the professional development course sequence (MGT 610-613). We (1) changed from a one-semester, three-credit course to a four-course sequence of one credit courses taken over the first two years, (2) added more class periods about teaching effectiveness, and (3) added two class sessions on preparing for comprehensive exams. The result of this has been a more consistent connection of doctoral students with the program throughout the first two years, improved teaching evaluations, and improved pass-rates on the comprehensive exams.

To increase emphasis on teaching, we also developed a rubric for observation of graduate student instructors and the doctoral coordinator visited each doctoral student's classes at least once per semester for observation and feedback using the rubric. The students have indicated that this has not only helped them improve their teaching as a result of the added feedback, but also gave them an opportunity to address issues in their classes earlier in the semester (leading to improved SOI scores).

Finally, in cooperation with the Marketing Department, we added a new course (MKT 690) in the first year of the doctoral program that covers theory development and philosophy of science. This course has been offered for two years. The course appears to be leading to improved understanding of theory, as evidenced by better treatment of theory in comprehensive exam responses and higher quality course papers.

Mission / Purpose
The mission of the Department of Management and Marketing is to provide students at both the graduate and the undergraduate level with thorough training in the fields of management and marketing. To accomplish this mission the department must: 1. Have a faculty able to teach effectively. 2. Have a faculty able to conduct relevant, cutting-edge research in its respective fields. 3. Develop Ph. D.-level graduates who can continue to create, verify, and disseminate knowledge to academic colleagues, future generations of students, and business professionals. 4. Develop master's-level students capable of providing strong professional direction and leadership to profit and not-for-profit enterprises across the state, region, and nation. 5. Develop professionally competent, ethical, educated undergraduates who seek to make positive contributions to society.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Research Knowledge
Ensure that students are able to conduct scholarly research that will be methodologically sound and has the potential to advance and contribute to the field

Connected Documents
MGT PhD Seminar Paper Rubric
PhD Management Curriculum Map

Related Measures

M 1: Project paper in MGT 690
Evaluate Project paper in MGT 690

Source of Evidence: Project, either individual or group

Connected Document
MGT PhD Seminar Paper Rubric

Target:
100% of students were expected to meet faculty expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Create rubric for MGT 690 paper
Established in Cycle: 2011-2012
A rubric will be developed to evaluate project papers.

Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.

M 2: Project paper in MGT 620/625
Evaluate Project paper in MGT 620/625
Source of Evidence: Project, either individual or group

Connected Document
MGT PhD Seminar Paper Rubric

Target:
100% of students were expected to meet faculty expectations.

Finding (2013-2014) - Target: Met
Results Summary: Five management PhD students were enrolled in MGT625 – Seminar in Strategic Management – in fall, 2013. Based on the rubric created to assess final papers in that course, three met expectations and two exceeded expectations. This rubric can be found in the document management file. Results were reported and discussed with faculty. Students are able to describe the major themes in strategic management research. Students are also able to craft good research questions that follow logically from key readings in strategy research.

Interpretation and Conclusions: Based on the results using the rubric available in the document file, there are no changes planned at this time. We will continue to assess performance on the learning goals when this course is taught again.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Create rubric for MGT 620/625 papers
Established in Cycle: 2011-2012
A rubric will be designed to evaluate student project papers in MGT620/625

Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.

SLO 2: Publication Skills/Abilities
Ensure that students are capable of achieving quality publications

Connected Documents
MGT PhD Placements and Publications
PhD Management Curriculum Map

Related Measures

M 3: Conference Submissions
Examine vitae to ensure at least one conference submission by the end of the 2nd year
Source of Evidence: Academic direct measure of learning - other

Target:
100% of students were expected to meet faculty expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Add Two Class Periods on Comprehensive Exam Preparation
Established in Cycle: 2012-2013
During 2013/2014 we are adding two class periods on comprehensive exam preparation in the MGT610-613 professional development se...

Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.

M 4: Journal Submissions
Examine vitae to ensure at least one journal submission by the end of the 3rd year
Source of Evidence: Academic direct measure of learning - other

Connected Document
MGT PhD Placements and Publications

Target:
100% of students were expected to meet faculty expectations.

Connected Document
MGT PhD Placements and Publications

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.

SLO 3: Management Discipline Skills/Abilities
Ensure that students have a broad knowledge of the field of management.

Connected Document
PhD Management Curriculum Map

Related Measures

M 5: Comprehensive Exams
Evaluate comprehensive exam at the end of the 2nd year
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

  Target:
  100% of students were expected to meet faculty expectations.
  
  Related Action Plans (by Established cycle, then alpha):
  For full information, see the Details of Action Plans section of this report.
  
  Add class periods on comprehensive exam prep
  Established in Cycle: 2012-2013
  We are adding two class periods on comprehensive exam preparation in the Management 610-613 professional development sequence. ...
  
  Distribute Assessment Results
  Established in Cycle: 2012-2013
  An annual report of the assessment results will be distributed to Management faculty.
  
  Evaluate format of comps
  Established in Cycle: 2012-2013
  We will evaluate the format of comprehensive exams to make sure that the questions evenly tap into the knowledge of the students...
  
  Increase Emphasis on Teaching
  Established in Cycle: 2012-2013
  In 2013/2014 we will increase emphasis on teaching in the MGT 610-613 professional development sequence. The doctoral coordinat...

SLO 4: Teaching Skills/Abilities
Ensure that students develop strong teaching skills

  Connected Documents
  MGT PhD GTA Observation Form
  PhD Management Curriculum Map

Related Measures

  M 6: Student Written Evaluations
  Review student written evaluations
  Source of Evidence: Written assignment(s), usually scored by a rubric
  
  Target:
  100% of students were expected to meet faculty expectations.
  
  Related Action Plans (by Established cycle, then alpha):
  For full information, see the Details of Action Plans section of this report.
  
  Distribute Assessment Results
  Established in Cycle: 2012-2013
  An annual report of the assessment results will be distributed to Management faculty.
  
  Increase Emphasis on Teaching
  Established in Cycle: 2012-2013
  During 2013-2014 we will increase emphasis on teaching in the MGT610-613 professional development sequence. The doctoral coordinat...

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 6: The program will improve and sustain a high level of recognized quality.
The program will improve and sustain a high level of recognized quality.

  Connected Document
  PhD Management Curriculum Map

Related Measures

  M 7: Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Colleg
  Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance College Schools of Business (AACSB) as well as recently published national rankings
  Source of Evidence: Academic indirect indicator of learning - other
  
  Target:
  Maintain accreditation

  M 8: Recently published national rankings
  Recently published national rankings
  Source of Evidence: Academic indirect indicator of learning - other
  
  Target:
  None

OthOtcn 7: The program will build and sustain an optimal level of annual program enrollments and degree completion.
The program will build and sustain an optimal level of annual program enrollments and degree completion.

  Connected Document
  PhD Management Curriculum Map
Related Measures

M 9: The University's Office of Institutional Research and Assessment Statistical Profiles for enrollments
The University's Office of Institutional Research and Assessment Statistical Profiles for enrollments
Source of Evidence: Academic indirect indicator of learning - other
Target: N/A

M 10: The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded
The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded
Source of Evidence: Academic indirect indicator of learning - other
Target: N/A

OthOtcm 8: The program will be highly valued by its program graduates and other key constituencies it serves
The program will be highly valued by its program graduates and other key constituencies it serves

Connected Document
PhD Management Curriculum Map

Related Measures

M 11: Job placements
Job placements
Source of Evidence: Academic indirect indicator of learning - other

Connected Document
MGT PhD Placements and Publications

Target:
100% of graduates are expected to find faculty positions.

Connected Document
MGT PhD Placements and Publications

Related Action Plans (by Established cycle, then alpha):

Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.
For full information, see the Details of Action Plans section of this report.

M 12: Number of graduates continuing to publish with members of their dissertation committee
100% of graduates will have at least one peer-reviewed publication with their dissertation committee within five years of graduation.
Source of Evidence: Academic indirect indicator of learning - other
Target:
100% of graduates will have at least one peer-reviewed publication with their dissertation committee within five years of graduation.

Related Action Plans (by Established cycle, then alpha):

Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.
For full information, see the Details of Action Plans section of this report.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Create rubric for MGT 620/625 papers
A rubric will be designed to evaluate student project papers in MGT620/625
Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Project paper in MGT 620/625 | Outcome/Objective: Discipline Research Knowledge
Implementation Description: A rubric was designed and will be used to evaluate student project papers in fall, 2013.
Responsible Person/Group: MGT PhD Faculty

Create rubric for MGT 690 paper
A rubric will be developed to evaluate project papers.
Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Project paper in MGT 690 | Outcome/Objective: Discipline Research Knowledge
Implementation Description: A rubric was developed to evaluate project papers in MGT 690.
Responsible Person/Group: MGT PhD Faculty

Evaluate teachers in the classroom
Evaluate teachers in the classroom by the doctoral coordinator or someone assigned by the coordinator.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh
Implementation Description: We will evaluate teachers in the classroom using a newly developed rubric similar to the one in the Document Management file.
Responsible Person/Group: MGT PhD faculty
Connected Document
MGT PhD GTA Observation Form

Add class periods on comprehensive exam prep
We are adding two class periods on comprehensive exam preparation in the Management 610-613 professional development sequence. Students will be exposed to examples of high-quality questions with a discussion of the response to the question, the support provided, the organization of the response, and writing/language issues.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Hgh
Relationships (Measure | Outcome/Objective):
Measure: Comprehensive Exams | Outcome/Objective: Management Discipline Skills/Abilities
Projected Completion Date: 05/2014
Responsible Person/Group: MGT PhD Faculty

Add Two Class Periods on Comprehensive Exam Preparation
During 2013/2014 we are adding two class periods on comprehensive exam preparation in the MGT610-613 professional development sequence. Students will be exposed to examples of high quality questions with a discussion of the response to the question, the support provided, the organization of the response, and writing/language issues. We are also evaluating the format of comprehensive exams to make sure that the questions evenly tap into the knowledge of the students (in other words, some questions may be easier than others based on research experiences).

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Hgh
Relationships (Measure | Outcome/Objective):
Measure: Conference Submissions | Outcome/Objective: Publication Skills/Abilities
Projected Completion Date: 05/2014
Responsible Person/Group: MGT PhD Faculty

Distribute Assessment Results
An annual report of the assessment results will be distributed to Management faculty.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: Hgh
Relationships (Measure | Outcome/Objective):
Measure: Comprehensive Exams | Outcome/Objective: Management Discipline Skills/Abilities
Measure: Conference Submissions | Outcome/Objective: Publication Skills/Abilities
Measure: Job placements | Outcome/Objective: The program will be highly valued by its program graduates and other key constituencies it serves
Measure: Journal Submissions | Outcome/Objective: Publication Skills/Abilities
Measure: Number of graduates continuing to publish with members of their dissertation committee | Outcome/Objective: The program will be highly valued by its program graduates and other key constituencies it serves
Measure: Project paper in MGT 620/625 | Outcome/Objective: Discipline Research Knowledge
Measure: Project paper in MGT 690 | Outcome/Objective: Discipline Research Knowledge
Measure: Student Written Evaluations | Outcome/Objective: Teaching Skills/Abilities
Projected Completion Date: 08/2013
Responsible Person/Group: Management PhD Coordinator

Evaluate format of comps
We will evaluate the format of comprehensive exams to make sure that the questions evenly tap into the knowledge of the students (in other words, some questions may be easier than others based on research experiences).

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Hgh
Relationships (Measure | Outcome/Objective):
Measure: Comprehensive Exams | Outcome/Objective: Management Discipline Skills/Abilities
Projected Completion Date: 05/2014
Responsible Person/Group: MGT PhD Faculty

Increase Emphasis on Teaching
During 2013-2014 we will increase emphasis on teaching in the MGT610-613 professional development sequence. The doctoral coordinator will analyze the comments from the student evaluations to determine trends that need to be addressed (e.g., difficulties in communication or lack of preparation). Observations of teaching will be held earlier in the semester to address problems earlier.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Hgh
Relationships (Measure | Outcome/Objective):
Measure: Student Written Evaluations | Outcome/Objective: Teaching Skills/Abilities
Projected Completion Date: 05/2014
Responsible Person/Group: MGT PhD Doctoral Coordinator

Increase Emphasis on Teaching
In 2013/2014 we will increase emphasis on teaching in the MGT 610-613 professional development sequence. The doctoral coordinator will analyze the comments from the student evaluations to determine trends that need to be addressed (e.g., difficulties in communication or lack of preparation); these will be addressed in the professional development course sequence. Observations of teaching will be held earlier in the semester to address problems sooner.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Comprehensive Exams | Outcome/Objective: Management Discipline Skills/Abilities

Projected Completion Date: 05/2014
Responsible Person/Group: MG PhD Doctoral Coordinator
Mission / Purpose
The mission of the Department of Management and Marketing is to provide students at both the graduate and the undergraduate level with thorough training in the fields of management and marketing. To accomplish this mission the department must: 1. Have a faculty able to teach effectively. 2. Have a faculty able to conduct relevant, cutting-edge research in its respective fields. 3. Develop Ph. D.-level graduates who can continue to create, verify, and disseminate knowledge to academic colleagues, future generations of students, and business professionals. 4. Develop master’s-level students capable of providing strong professional direction and leadership to profit and not-for-profit enterprises across the state, region, and nation. 5. Develop professionally competent, ethical, educated undergraduates who seek to make positive contributions to society.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Research Knowledge
Ensure that students are able to conduct scholarly research that will be methodologically sound and has the potential to advance the discipline and contribute to the field

Connected Documents
MGT PhD Seminar Paper Rubric
PhD Management Curriculum Map

Related Measures

M 1: Project paper in MGT 690
Evaluate Project paper in MGT 690
Source of Evidence: Project, either individual or group

Connected Document
MGT PhD Seminar Paper Rubric

Target:
100% of students were expected to meet faculty expectations.

Finding (2012-2013) - Target: Not Reported This Cycle
Results Summary:
A draft rubric was created. These papers will be evaluated in the spring, 2014.

Interpretation of Conclusions:
We had several rubrics planned for different courses in our curriculum. All were meant to assess large seminar papers that are typically the final assignment for the course. As a faculty, we decided to develop a general rubric that could be used across multiple classes as a means to provide consistent feedback to our students as they progress through the doctoral program. As a result, this action plan has not yet been completed. A draft of the rubric to be used across courses is attached; completion of the rubric will be an action plan for 2013-2014.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Create rubric for MGT 690 paper
Established in Cycle: 2011-2012
A rubric will be developed to evaluate project papers.

Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.

Distribute Required Rubrics
Established in Cycle: 2012-2013
Various rubrics will not only be created, but will be sent to all Management faculty to ensure consistent assignment description...

M 2: Project paper in MGT 620/625
Evaluate Project paper in MGT 620/625
Source of Evidence: Project, either individual or group

Connected Document
MGT PhD Seminar Paper Rubric

Target:
100% of students were expected to meet faculty expectations.

Finding (2012-2013) - Target: Not Reported This Cycle
Results Summary:

A draft rubric was created. These papers will be evaluated in the fall, 2013.

Interpretation of Conclusions:

We had several rubrics planned for different courses in our curriculum. All were meant to assess large seminar papers that are typically the final assignment for the course. As a faculty, we decided to develop a general rubric that could be used across multiple classes as a means to provide consistent feedback to our students as they progress through the doctoral program. As a result, this action plan has not yet been completed. A draft of the rubric to be used across courses is attached; completion of the rubric will be an action plan for 2013-2014.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Create rubric for MGT 620/625 papers
Established in Cycle: 2011-2012
A rubric will be designed to evaluate student project papers in MGT620/625

Introduce new course to set a stronger foundation for research methods
Established in Cycle: 2011-2012
MKT690, a course in theory and philosophy of science, will be introduced to set a stronger foundation for research methods.

Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.

Distribute Required Rubrics
Established in Cycle: 2012-2013
Various rubrics will not only be created, but will be sent to all Management faculty to ensure consistent assignment description...

SLO 2: Publication Skills/Abilities
Ensure that students are capable of achieving quality publications

Connected Documents
MGIT PhD Placements and Publications
PhD Management Curriculum Map

Related Measures

M 3: Conference Submissions
Examine vitae to ensure at least one conference submission by the end of the 2nd year
Source of Evidence: Academic direct measure of learning - other

Target:
100% of students were expected to meet faculty expectations.

Finding (2012-2013) - Target: Met
Summary of Results:

Three students completed their second year in 2012-2013. All three had at least one accepted conference presentation (one at the Academy of Management, one at the Southern Management Association, and one at the Society for Industrial/Organizational Psychology) by the end of the second year. We are collecting these papers to deposit into a Management Department paper repository that will serve as examples of student research.

Interpretations and Conclusions:

Through the past few years, we have increased the emphasis on conference submissions for all students. Our results suggest this emphasis is yielding the expected positive results.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Add Two Class Periods on Comprehensive Exam Preparation
Established in Cycle: 2012-2013
During 2013/2014 we are adding two class periods on comprehensive exam preparation in the MGT610-613 professional development se...

Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.

M 4: Journal Submissions
Examine vitae to ensure at least one journal submission by the end of the 3rd year
Source of Evidence: Academic direct measure of learning - other

Connected Document
MGIT PhD Placements and Publications

Target:
100% of students were expected to meet faculty expectations.
Connected Document
MGT PhD Placements and Publications

Finding (2012-2013) - Target: Not Met
Summary of Results:

Two students completed their third year in 2012-2013. Neither student hit the benchmark of having at least one paper under review at a journal.

Interpretation and Conclusions:

We are investigating reasons why this happened so that we can make changes accordingly. This was an unusual instance, since nearly all of our other students (including those with less experience) have a paper under review at a journal. One theme is that these two students are international students who are not on assistantship. Thus, they have less connection to the program. Once we have examined why this may have happened, we will implement changes to address it. For example, we may assign students without assistantships to work with a designated faculty member. Further, we are examining changes to the comprehensive process that might add a research paper that would be suitable for journal submission at the end of the third year.

Connected Document
MGT PhD Placements and Publications

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.

SLO 3: Management Discipline Skills/Abilities
Ensure that students have a broad knowledge of the field of management.

Connected Documents
PhD Management Curriculum Map I
Rubric for PhD Comprehensive Exam

Related Measures

M 5: Comprehensive Exams
Evaluate comprehensive exam at the end of the 2nd year
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Connected Document
Rubric for PhD Comprehensive Exam

Target:
100% of students were expected to meet faculty expectations.

Finding (2012-2013) - Target: Partially Met
Results Summary:

Three students were evaluated using the new rubric: one was strong, one competent, and one unacceptable. The student that was strong was rated strong in understanding of questions, exemplary in response to questions, strong in support, competent in organization, and strong in language. The student that was competent was rated competent in understanding of questions, competent in response to questions, competent in support, competent in organization, and strong in language. The student was unacceptable was rated unacceptable in understanding of questions, marginal in response to questions, marginal in support, unacceptable in organization, and unacceptable in language.

Interpretations and Conclusions:

We are exploring ways to prevent future students from failing their exams. It is possible that we are not providing enough information to support student preparation for exams. The format of the exam may also not be well-suited for demonstration of student knowledge.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Create rubric for comps
Established in Cycle: 2011-2012
The present scoring system will be converted into a rubric.

Add class periods on comprehensive exam prep
Established in Cycle: 2012-2013
We are adding two class periods on comprehensive exam preparation in the Management 610-613 professional development sequence. ....

Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.

Distribute Required Rubrics
Established in Cycle: 2012-2013
Various rubrics will not only be created, but will be sent to all Management faculty to ensure consistent assignment description...

Evaluate format of comps
Established in Cycle: 2012-2013
We will evaluate the format of comprehensive exams to make sure that the questions evenly tap into the knowledge of the students...

Increase Emphasis on Teaching
Established in Cycle: 2012-2013
In 2013/2014 we will increase emphasis on teaching in the MGT 610-613 professional development sequence. The doctoral coordinat...

SLO 4: Teaching Skills/Abilities
Ensure that students develop strong teaching skills

Connected Documents
MGT PhD GTA Observation Form
PhD Management Curriculum Map I

Related Measures
M 6: Student Written Evaluations
Review student written evaluations
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: 100% of students were expected to meet faculty expectations.
Finding (2012-2013) - Target: Not Met
Summary of Results:
Four students taught a total of eight sections in 2012-2013. Of the eight sections, the instructor was rated below 3.75 in four of the sections; these scores are below faculty expectations for the quality of teaching.

Interpretations and Conclusions:
This is a significant decline from last year's performance on this measure.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.

Increase Emphasis on Teaching
Established in Cycle: 2012-2013
During 2013-2014 we will increase emphasis on teaching in the MGT610-613 professional development sequence. The doctoral coordi...

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 6: The program will improve and sustain a high level of recognized quality.
The program will improve and sustain a high level of recognized quality.

Connected Document
PhD Management Curriculum Map I

Related Measures
M 7: Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Colleg
Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance College Schools of Business (AACS) as well as recently published national rankings
Source of Evidence: Academic indirect indicator of learning - other
Target: Maintain accreditation
Finding (2012-2013) - Target: Met
The program was included in the maintenance of AACSB accreditation in March 2013.

M 8: Recently published national rankings
Recently published national rankings
Source of Evidence: Academic indirect indicator of learning - other
Target: None
Finding (2012-2013) - Target: Not Reported This Cycle
No data was available.

OthOtcn 7: The program will build and sustain an optimal level of annual program enrollments and degree completion.
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Connected Document
PhD Management Curriculum Map I

Related Measures
M 9: The University's Office of Institutional Research and Assessment Statistical Profiles for enrollments
The University's Office of Institutional Research and Assessment Statistical Profiles for enrollments

Source of Evidence: Academic indirect indicator of learning - other

Target:
NA

**Finding (2012-2013) - Target: Met**
Management
Majors by Level and Fall Term

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**M 10: The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded**
The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded

Source of Evidence: Academic indirect indicator of learning - other

Target:
NA

**Finding (2012-2013) - Target: Met**
Management
Degrees by Level and Year

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
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<td>174</td>
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<td>First Prof.</td>
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<tr>
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<td>178</td>
<td>227</td>
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<td>243</td>
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</tbody>
</table>

**OthOtm 8: The program will be highly valued by its program graduates and other key constituencies it serves**
The program will be highly valued by its program graduates and other key constituencies it serves

**Connected Document**
PhD Management Curriculum Map 1

**Related Measures**

**M 11: Job placements**
Job placements

Source of Evidence: Academic indirect indicator of learning - other

**Connected Document**
MGT PhD Placements and Publications

Target:
100% of graduates are expected to find faculty positions.

**Connected Document**
MGT PhD Placements and Publications

**Finding (2012-2013) - Target: Met**
Results Summary:

100% of students (2) found great jobs upon graduation. They were placed at Rutgers U. Camden, and Indiana U. -Purdue U., Ft. Wayne

Interpretations and Conclusions:

This continues a strong trend of 100% placement over the past decade. Moreover, we continue to improve the quality of the placements. We will continue to work toward our goal of placement at peer schools over the next few years.

**Connected Document**
MGT PhD Placements and Publications

**Related Action Plans (by Established cycle, then alpha):**
Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.

For full information, see the Details of Action Plans section of this report.

M 12: Number of graduates continuing to publish with members of their dissertation committee
100% of graduates will have at least one peer-reviewed publication with their dissertation committee within five years of graduation.

Source of Evidence: Academic indirect indicator of learning - other

Target:
100% of graduates will have at least one peer-reviewed publication with their dissertation committee within five years of graduation.

Finding (2012-2013) - Target: Met
Results Summary:
Over the past five years, we have had 12 graduates. All 12 have had at least one publication with their dissertation committee members. Total: This group has published 60 articles (see MGT PhD Placements and Publications in Document Manager).

Interpretations and Conclusion:
The good relationship between graduates and dissertation committee members continues.

Related Action Plans (by Established cycle, then alpha):

Distribute Assessment Results
Established in Cycle: 2012-2013
An annual report of the assessment results will be distributed to Management faculty.

For full information, see the Details of Action Plans section of this report.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Create rubric
The present scoring system will be converted into a rubric.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High
Responsible Person/Group: MGT PhD faculty

Create rubric
The present scoring system will be converted into a rubric.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High
Responsible Person/Group: MGT PhD faculty

Create rubric for comp.
The present scoring system will be converted into a rubric.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Comprehensive Exams | Outcome/Objective: Management Discipline Skills/Abilities

Implementation Description: A rubric was designed to evaluate comp's and was tested in this cycle.
Responsible Person/Group: MGT PhD faculty

Create rubric for MGT 620/625 papers
A rubric will be designed to evaluate student project papers in MGT620/625

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Project paper in MGT 620/625 | Outcome/Objective: Discipline Research Knowledge

Implementation Description: A rubric was designed and will be used to evaluate student project papers in fall, 2013.
Responsible Person/Group: MGT PhD Faculty

Create rubric for MGT 690 paper
A rubric will be developed to evaluate project papers.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Project paper in MGT 690 | Outcome/Objective: Discipline Research Knowledge

Implementation Description: A rubric was developed to evaluate project papers in MGT 690.
Responsible Person/Group: MGT PhD Faculty

Evaluate teachers in the classroom
Evaluate teachers in the classroom by the doctoral coordinator or someone assigned by the coordinator.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Implementation Description: We will evaluate teachers in the classroom using a newly developed rubric similar to the one in the Document Management file.

Responsible Person/Group: MGT PhD faculty
Connected Document: MGT PhD GTA Observation Form

Introduce new course to set a stronger foundation for research methods
MKT690, a course in theory and philosophy of science, will be introduced to set a stronger foundation for research methods.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Project paper in MGT 620/625 | Outcome/Objective: Discipline Research Knowledge

Implementation Description: Introduce a new course in theory and philosophy of science that will set a stronger foundation for research methods. Further, an elective doctoral course (MKT 692) in professional writing will be offered in spring, 2013.

Responsible Person/Group: MGT PhD faculty

Add class periods on comprehensive exam prep
We are adding two class periods on comprehensive exam preparation in the Management 610-613 professional development sequence. Students will be exposed to examples of high-quality questions with a discussion of the response to the question, the support provided, the organization of the response, and writing/language issues.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive Exams | Outcome/Objective: Management Discipline Skills/Abilities

Projected Completion Date: 05/2014
Responsible Person/Group: MGT PhD Faculty

Add Two Class Periods on Comprehensive Exam Preparation
During 2013/2014 we are adding two class periods on comprehensive exam preparation in the MGT610-613 professional development sequence. Students will be exposed to examples of high quality questions with a discussion of the response to the question, the support provided, the organization of the response, and writing/language issues. We are also evaluating the format of comprehensive exams to make sure that the questions evenly tap into the knowledge of the students (in other words, some questions may be easier than others based on research experiences).

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Conference Submissions | Outcome/Objective: Publication Skills/Abilities

Projected Completion Date: 05/2014
Responsible Person/Group: MGT PhD Faculty

Distribute Assessment Results
An annual report of the assessment results will be distributed to Management faculty.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Conference Submissions | Outcome/Objective: Publishing Skills/Abilities
Measure: Job placements | Outcome/Objective: The program will be highly valued by its program graduates and other key constituencies it serves
Measure: Journal Submissions | Outcome/Objective: Publication Skills/Abilities
Measure: Number of graduates continuing to publish with members of their dissertation committee | Outcome/Objective: The program will be highly valued by its program graduates and other key constituencies it serves
Measure: Project paper in MGT 620/625 | Outcome/Objective: Discipline Research Knowledge
Measure: Project paper in MGT 690 | Outcome/Objective: Discipline Research Knowledge
Measure: Student Written Evaluations | Outcome/Objective: Teaching Skills/Abilities

Projected Completion Date: 08/2013
Responsible Person/Group: Management PhD Coordinator

Distribute Required Rubrics
Various rubrics will not only be created, but will be sent to all Management faculty to ensure consistent assignment description across faculty.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive Exams | Outcome/Objective: Management Discipline Skills/Abilities
Measure: Project paper in MGT 620/625 | Outcome/Objective: Discipline Research Knowledge
Measure: Project paper in MGT 690 | Outcome/Objective: Discipline Research Knowledge
**Projected Completion Date:** 11/2012  
**Responsible Person/Group:** Management PhD faculty

**Evaluate format of compns**  
We will evaluate the format of comprehensive exams to make sure that the questions evenly tap into the knowledge of the students (in other words, some questions may be easier than others based on research experiences).

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
*Measure:* Comprehensive Exams | *Outcome/Objective:* Management Discipline Skills/Abilities

**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** MGT PhD Faculty

**Increase Emphasis on Teaching**  
During 2013-2014 we will increase emphasis on teaching in the MGT610-613 professional development sequence. The doctoral coordinator will analyze the comments from the student evaluations to determine trends that need to be addressed (e.g., difficulties in communication or lack of preparation). Observations of teaching will be held earlier in the semester to address problems earlier.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
*Measure:* Student Written Evaluations | *Outcome/Objective:* Teaching Skills/Abilities

**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** MGT PhD Doctoral Coordinator

**Increase Emphasis on Teaching**  
In 2013/2014 we will increase emphasis on teaching in the MGT 610-613 professional development sequence. The doctoral coordinator will analyze the comments from the student evaluations to determine trends that need to be addressed (e.g., difficulties in communication or lack of preparation); these will be addressed in the professional development course sequence. Observations of teaching will be held earlier in the semester to address problems sooner.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
*Measure:* Comprehensive Exams | *Outcome/Objective:* Management Discipline Skills/Abilities

**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** MG PhD Doctoral Coordinator
Mission / Purpose

The mission of the Department of Management and Marketing is to provide students at both the graduate and the undergraduate level with thorough training in the fields of management and marketing. To accomplish this mission the department must: 1. Have a faculty able to teach effectively. 2. Have a faculty able to conduct relevant, cutting-edge research in its respective fields. 3. Develop Ph. D.-level graduates who can continue to create, verify, and disseminate knowledge to academic colleagues, future generations of students, and business professionals. 4. Develop master’s-level students capable of providing strong professional direction and leadership to profit and not-for-profit enterprises across the state, region, and nation. 5. Develop professionally competent, ethical, educated undergraduates who seek to make positive contributions to society.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Research Knowledge
Ensure that students are able to conduct scholarly research that will be methodologically sound and has the potential to advance and contribute to the field

Connected Document
PhD Management Curriculum Map

Related Measures

M 1: Project paper in MGT 690
Evaluate Project paper in MGT 690
Source of Evidence: Project, either individual or group
Target:
100% of students were expected to meet faculty expectations.

Finding (2011-2012) - Target: Met
Four management doctoral students completed the project paper in fall, 2011. All met faculty expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Develop rubric for MGT 690 paper
Established in Cycle: 2011-2012
A rubric will be developed to evaluate project papers.

M 2: Project paper in MGT 620/625
Evaluate Project paper in MGT 620/625
Source of Evidence: Project, either individual or group
Target:
100% of students were expected to meet faculty expectations.

Finding (2011-2012) - Target: Partially Met
Seven management doctoral students completed the project paper in spring, 2012. Of the seven, six met faculty expectations by producing high-quality papers that demonstrated original thought characteristic of a peer-reviewed publication. The student who did not meet expectations submitted a paper that was not as developed as one would expect of a doctoral student. The less-developed paper was partially the result of changing topics late in the process; we are working to embed stronger milestones (e.g., topic selection at an earlier date) in classes to avoid this issue.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Create rubric for MGT 620/625 papers
Established in Cycle: 2011-2012
A rubric will be designed to evaluate student project papers in MGT620/625

Introduce new course to set a stronger foundation for research methods
Established in Cycle: 2011-2012
MKT690, a course in theory and philosophy of science, will be introduced to set a stronger foundation for research methods.

SLO 2: Publication Skills/Abilities
Ensure that students are capable of achieving quality publications

Connected Document
PhD Management Curriculum Map

Related Measures

M 3: Conference Submissions
Examine vitae to ensure at least one conference submission by the end of the 2nd year
Source of Evidence: Academic direct measure of learning - other
Target:
100% of students were expected to meet faculty expectations.

Finding (2011-2012) - Target: Met
Three students completed their second year in 2011-2012. All three had at least one accepted conference submission (two at the Academy of Management, one at the Southern Management Association) by the end of their second year.

M 4: Journal Submissions
Examine vitae to ensure at least one journal submission by the end of the 3rd year

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students were expected to meet faculty expectations.

Finding (2011-2012) - Target: Met
One student reached the end of her third year in 2011-2012. She had five journal publications accepted or in print by the end of her third year.

SLO 3: Management Discipline Skills/Abilities
Ensure that students have a broad knowledge of the field of management.

Connected Document
PhD Management Curriculum Map

Related Measures

M 5: Comprehensive Exams
Evaluate comprehensive exam at the end of the 2nd year

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
100% of students were expected to meet faculty expectations.

Finding (2011-2012) - Target: Met
Two students took comprehensive examinations in May/June, 2012. Both met faculty expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Create rubric for comps
Established in Cycle: 2011-2012
The present scoring system will be converted into a rubric.

M 6: Project in special topics class
Evaluate Project in special topics class

Source of Evidence: Project, either individual or group

Target:
100% of students were expected to meet faculty expectations.

Finding (2011-2012) - Target: Met
Seven management doctoral students were enrolled in this course. All met faculty expectations for this project by demonstrating adequate mastery of the content, but would benefit from instruction in professional writing. An elective doctoral course in professional writing to be offered in spring, 2013 will meet this need.

SLO 4: Teaching Skills/Abilities
Ensure that students develop strong teaching skills

Connected Document
PhD Management Curriculum Map

Related Measures

M 7: Student Written Evaluations
Review student written evaluations

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
100% of students were expected to meet faculty expectations.

Finding (2011-2012) - Target: Met
One student taught two undergraduate sections in 2011-2012. In both sections, the instructor received a student evaluation of 3.75 or higher (range: 4.09-4.25). This is similar to the previous year's evaluations, with some improvement. In all, these scores indicate that the student met faculty expectations with regard to the quality of teaching.

M 8: GTA Workshop Performance
Completion of a graduate teaching workshop with videotaped feedback.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students were expected to meet faculty expectations.

Finding (2011-2012) - Target: Met
Four students were eligible for the workshop; all attended and successfully completed it. Their performance on the teaching video met faculty expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Evaluate teachers in the classroom

Established in Cycle: 2011-2012
Evaluate teachers in the classroom by the doctoral coordinator or someone assigned by the coordinator.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 6: The program will improve and sustain a high level of recognized quality.
The program will improve and sustain a high level of recognized quality.
Connected Document
PhD Management Curriculum Map

Related Measures

M 11: Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Colleg
Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance College Schools of Business (AACSBI as well as recently published national rankings
Source of Evidence: Academic indirect indicator of learning - other

M 12: Recently published national rankings
Recently published national rankings
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 7: The program will build and sustain an optimal level of annual program enrollments and degree completion.
The program will build and sustain an optimal level of annual program enrollments and degree completion.
Connected Document
PhD Management Curriculum Map

Related Measures

M 13: The University's Office of Institutional Research and Assessment Statistical Profiles for enrollments
The University's Office of Institutional Research and Assessment Statistical Profiles for enrollments
Source of Evidence: Academic indirect indicator of learning - other

M 14: The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded
The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 8: The program will be highly valued by its program graduates and other key constituencies it serves
The program will be highly valued by its program graduates and other key constituencies it serves
Connected Document
PhD Management Curriculum Map

Related Measures

M 15: Number of graduates continuing to publish with members of their dissertation committee
Number of graduates continuing to publish with members of their dissertation committee
Source of Evidence: Academic indirect indicator of learning - other

M 16: Job placements
Job placements
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Create rubric
The present scoring system will be converted into a rubric.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Responsible Person/Group: MGT PhD faculty

Create rubric
The present scoring system will be converted into a rubric.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Responsible Person/Group: MGT PhD faculty

Create rubric for comps
The present scoring system will be converted into a rubric.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive Exams | Outcome/Objective: Management Discipline Skills/Abilities
Responsible Person/Group: MGT PhD faculty

Create rubric for MGT 620/625 papers
A rubric will be designed to evaluate student project papers in MGT620/625
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Project paper in MGT 620/625 | Outcome/Objective: Discipline Research Knowledge

Responsible Person/Group: MGT PhD Faculty

Develop rubric for MGT 690 paper
A rubric will be developed to evaluate project papers.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Project paper in MGT 690 | Outcome/Objective: Discipline Research Knowledge

Responsible Person/Group: MGT PhD Faculty

Evaluate teachers in the classroom
Evaluate teachers in the classroom by the doctoral coordinator or someone assigned by the coordinator.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: GTA Workshop Performance | Outcome/Objective: Teaching Skills/Abilities

Implementation Description: We will evaluate teachers in the classroom using a newly developed rubric similar to the one in the Document Management file.
Responsible Person/Group: MGT PhD faculty

Introduce new course to set a stronger foundation for research methods
MKT690, a course in theory and philosophy of science, will be introduced to set a stronger foundation for research methods.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Project paper in MGT 620/625 | Outcome/Objective: Discipline Research Knowledge

Implementation Description: Introduce a new course in theory and philosophy of science that will set a stronger foundation for research methods. Further, an elective doctoral course in professional writing will be offered in spring, 2013.
Responsible Person/Group: MGT PhD faculty
# Curriculum Map I  (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1 MGT 690 Research Methods I</td>
<td>Scholarly Research</td>
<td>Quality Publications</td>
<td>Mastery of Material</td>
<td>Strong Teaching Skills</td>
<td>Ensure students get published early in their doctoral careers</td>
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<tr>
<td>Course 2 Course # not yet assigned Special Topics</td>
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</tr>
<tr>
<td>Course 3 MGT 620 Organizational Behavior &amp; Individual Performance</td>
<td>Scholarly Research</td>
<td>Quality Publications</td>
<td>Mastery of Material</td>
<td>Strong Teaching Skills</td>
<td>Ensure students get published early in their doctoral careers</td>
</tr>
<tr>
<td>Common Experience Teaching Evals/Classroom observation</td>
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<tr>
<td>Common Assignment Comprehensive Exam</td>
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<td>Activity 1 Review of Vitae for presentations</td>
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<td>Activity 2 Review of Vitae for publications</td>
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<tr>
<td>Activity 3 Journal Submissions</td>
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<td>Activity 4 Conference Presentations</td>
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</tbody>
</table>

# Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
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<tbody>
<tr>
<td>Course 1 MGT 690 Research Methods I</td>
<td>Final paper/project</td>
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<td>Ensure students get published early in their doctoral careers</td>
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<tr>
<td>Course 2 Course # not yet assigned Special Topics</td>
<td>Final project</td>
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<tr>
<td>Course 3 MGT 620 Organizational</td>
<td>Final project</td>
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<tr>
<td>Behavior &amp; Individual Performance</td>
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<td>Review of scores and comments on student exams/results of classroom observation</td>
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<tr>
<td>Comprehensive Experience</td>
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<td>Evaluation by faculty</td>
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<tr>
<td>Teaching Evals/Classroom</td>
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<td>Evidence of one conference presentation</td>
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<tr>
<td>observation</td>
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<td>Evidence of one publication or submission to publication</td>
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<tr>
<td>Activity 1 Review of Vitae for</td>
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<td>publications</td>
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<td>Activity 3 Journal Submissions</td>
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<td>Conference Presentations</td>
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**Optional Additional Narrative:** Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan
Management GTA Observation Form

Teaching Assistant Observed________________________________________
Date of Observation____________________ Course Observed_____________________

Classroom Teaching Observation
Rating scale (1 = very poor, 2 = weak, 3 = average, 4 = good, 5 = excellent, NA = not applicable)

CONTENT
Main ideas are clear and specific 1 2 3 4 5 (Excellent)
Sufficient variety in supporting information 1 2 3 4 5
Relevancy of main ideas was clear 1 2 3 4 5
Higher order thinking was required 1 2 3 4 5
Instructor related ideas to prior knowledge 1 2 3 4 5
Definitions were given for vocabulary 1 2 3 4 5

ORGANIZATION
Introduction captured attention 1 2 3 4 5 (Excellent)
Introduction stated organization of lecture 1 2 3 4 5
Effective transitions (clear w/summaries) 1 2 3 4 5
Clear organizational plan 1 2 3 4 5
Concluded by summarizing main ideas 1 2 3 4 5
Reviewed by connecting to previous classes 1 2 3 4 5
Previewed by connecting to future classes 1 2 3 4 5

INTERACTION
Instructor questions at different levels 1 2 3 4 5 NA
Sufficient wait time 1 2 3 4 5 NA
Students asked questions 1 2 3 4 5 NA
Instructor feedback was informative 1 2 3 4 5 NA
Instructor incorporated student responses 1 2 3 4 5 NA
Good rapport with students 1 2 3 4 5 NA

VERBAL/NON-VERBAL
Language was understandable 1 2 3 4 5 (Excellent)
Articulation and pronunciation clear 1 2 3 4 5
Absence of verbalized pauses (er, ah, etc.) 1 2 3 4 5
Instructor spoke extemporaneously 1 2 3 4 5
Accent was not distracting 1 2 3 4 5 NA
Effective voice quality 1 2 3 4 5
Volume sufficient to be heard 1 2 3 4 5
Rate of delivery was appropriate 1 2 3 4 5
Effective body movement and gestures 1 2 3 4 5
Eye contact with students 1 2 3 4 5
Confident & enthusiastic 1 2 3 4 5

USE OF MEDIA
Media content clear & well organized 1 2 3 4 5 NA

Adapted from University of Minnesota Center for Teaching and Learning
SPECIAL CLASSIFICATION NOTES:
STRENGTHS: (e.g. metacurriculum, use of comparisons & contrasts, positive feedback, opportunity provided for student questions)

WEAKNESSES: (e.g. unable to answer student questions, overall topic knowledge, relevance of examples, etc.)

OVERALL EFFECTIVENESS RATING 1 2 3 4 5
Date of Conference_________________ Observer Signature________________________
Placement and Peer-Reviewed Publications of Management Ph.D. Students Who Have Graduated in the Past Five Years

David Noble (2011) – Texas Tech University (now University of Connecticut)
Justice Tillman (2011) – University of Texas at Dallas (now Baruch College)
Ericka Lawrence (2011) – East Carolina University
Anthony Hood (2011) – University of Alabama at Birmingham
Coco Wu (2010) – Central Washington University
Anthony Robinson (2010) – Augusta State University
Josh Aaron (2008) – East Carolina University
Brian Nagy (2008) – Bradley University
Qian Xiao (2008) – West Texas A&M University
Charles White (2007) - James Madison University
Del Smith (2007) Rochester Institute of Technology
Jintong Tang (2007) - St. Louis University

Peer-Reviewed Publications of Management Ph.D. Students Who Have Graduated in the Past Five Years


**UA Management Ph.D. Program**

**Rubric for Doctoral Seminar Papers**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>High Pass</th>
<th>Pass with Recommendations</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Clear, concise</td>
<td>Partially developed</td>
<td>Unclear, sketchy</td>
</tr>
<tr>
<td><strong>Phenomenon of Interest and Significance of the Study</strong></td>
<td>Focused, clear, relevant to the discipline</td>
<td>Phenomenon partially articulated and supported</td>
<td>Subject under study is not clearly articulated or justifiable</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Clear description of direction of the dissertation</td>
<td>Accurate but lacks clarity or substance</td>
<td>Purpose is not discernable</td>
</tr>
<tr>
<td><strong>Research Questions</strong></td>
<td>Focused, understandable, related to the discipline</td>
<td>Questions relate to phenomenon but need clarification</td>
<td>Confusing, redundant or superfluous questions unrelated to study purpose</td>
</tr>
<tr>
<td><strong>Definition of Terms</strong></td>
<td>Clear, concise, conceptual, relevant to the study</td>
<td>Definitions provided but not clearly justified or documented</td>
<td>Definitions lack conceptual or scientific basis or are missing</td>
</tr>
<tr>
<td><strong>Nursing Perspective</strong></td>
<td>Sound philosophical basis of the study, clearly links to discipline of nursing</td>
<td>Inconsistencies or illogical leaps apparent in otherwise appropriate nursing model</td>
<td>Frameworks absent or borrowed from other disciplines without clear links to nursing constructs</td>
</tr>
<tr>
<td><strong>Theoretical or Conceptual Framework</strong></td>
<td>Good synthesis of knowledge known and identification of gaps in literature</td>
<td>Selected credible current literature included but not all research based or primary sources. Lit review is not consistently synthesized.</td>
<td>Literature not current, comprehensive or relevant to study phenomenon</td>
</tr>
<tr>
<td><strong>Methodology</strong></td>
<td>Scientifically sound, logical, approach to protection of human subjects addressed, criteria for credible science proposed and addressed</td>
<td>Logical ethical methods proposed but insufficient detail provided to ensure sound research methods</td>
<td>Methods chosen will not yield information to answer research questions. No attention paid to ethics or rigor of study design.</td>
</tr>
<tr>
<td><strong>Written Paper</strong></td>
<td>APA Format followed, well organized and referenced, sentences and paragraphs consistently well phrased and logical</td>
<td>Organized, APA referenced paper that sometimes lacks cohesion</td>
<td>Limited compliance with APA guidelines. Paper not organized or logical</td>
</tr>
</tbody>
</table>