

# **Ph.D. in Business Administration Academic Assessment Plan**

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*Office of the Provost*

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# Academic Assessment Plan for Ph.D. in Business Administration

Warrington College of Business Administration

## A. Mission

### Program

Each department in the Warrington College of Business offers specialized Ph.D. level coursework and personal instruction aimed toward a common set of goals. In brief, the Warrington faculty seeks to train students to understand, apply, and expand the research tools appropriate for their area of study. Successful graduates should compete effectively for industrial research positions or academic positions at the University level, in the U.S. and abroad.

### College

To create influential research and educate exceptional business leaders and decision makers who contribute to a better society

### University

The University of Florida is a public land-grant, sea-grant and space-grant research university, one of the most comprehensive in the United States. The university encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida's eleven universities, a member of the Association of American Universities and has high national rankings by academic assessment institutions. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research and service.

The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies. The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

- **Teaching** is a fundamental purpose of this university at both the undergraduate and graduate levels.
- **Research and scholarship** are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.
- **Service** reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

These three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

### Shared

The Ph.D. program contributes to the College's mission of knowledge generation and dissemination in two ways. First, Ph.D. students are critical partners in the research efforts of the faculty, both as research assistants and collaborators. Second, Ph.D. students join esteemed faculties at other universities and, consequently, disseminate knowledge that has been produced at the University of Florida. The success of these graduates contributed to the stature and status of the University.

## **B. Student Learning Outcomes and Assessment Measures**

SLO Type	SLO #	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1	Manage the technical tools (theory, methodology, statistical analyses, and reporting norms) essential to the departmental area of study	Assessment methods are allowed to vary by department. Assessment methods include an annual review, exams (e.g., a first year paper, a comprehensive written exam, an oral exam, a conceptual paper), and placement success.	Campus
Skills	2	Interpret with technical tools to create new knowledge through original research.	Assessment methods are allowed to vary by department. Assessment methods include an annual review, exams (e.g., a first year paper, a comprehensive written exam, an oral exam, a conceptual paper), and placement success.	Campus
Professional Behavior	3	Communicate specialized information from a field of expertise verbally and in writing.	Teaching evaluations and completion of the dissertation	Campus
Professional Behavior	4	Communicate specialized information from a field of expertise verbally at an educated layman or university undergraduate student level.	Teaching evaluations and completion of the dissertation	Campus

## C. Research

The Warrington College of Business Administration takes pride in its Ph.D. programs. The Ph.D. program awards two degrees: a Ph.D. in economics and a Ph.D. in business administration with a concentration in one of the departmental fields: accounting, management, marketing, finance or real estate, and information systems. The program is overseen by a committee of six members (one from each department), chaired by a seventh member, who represents no department but serves as an organizer and arbiter when needed.

The Departments function quite independently in their admissions decisions, required course work, and graduation standards. Ultimately, a successful doctoral candidate must learn in a small, customized environment. Each department therefore enrolls a relatively small number of students relative to faculty, and the majority of the faculty members are involved in their department's program.

Research performance is assessed at the department level. Each department has a policy concerning Ph.D. productivity. The policy explicitly states (1) the minimum number of research projects to be produced while enrolled in the Ph.D. program, (2) the quality level of each project (3) the collaborators, (4) the timing of each project, (5) monitoring, and (6) remedies.

Research productivity is assessed every two years using a five year rolling window. Assessment occurs in the summer of odd years for the previous five year period (e.g., productivity for 2006- 2010 was measured in summer 2011). Assessment is performed as follows: (1) each department has a designated list of top-tier journals, (2) student publications in these journals are counted. Only projects that were initiated while the student was enrolled in the Ph.D. program are eligible. Productivity statistics are kept at the Department and College level.

Research quality is measured using job placement data. The metric for a quality placement is the Carnegie Foundation list of Doctoral Granting Institutions with a RU/VH designation (very high research activity). There are 107 of these institutions. The College also strives to place students in AAU universities, a more prestigious and restrictive list than the Carnegie list (62 institutions). The College measures placements yearly and uses a five-year running window to track trends in performance.

## D. Assessment Timeline

Program Ph.D. in Business Administration

Warrington College of Business Administration

Assessment	Annual Reviews	Dissertation	Teaching Evaluations
<b>SLOs</b>			
<b>Knowledge</b>			
#1	✓		
<b>Skills</b>			
#2		✓	
<b>Professional Behavior</b>			
#3		✓	✓
#4		✓	✓

## E. Assessment Cycle

Program Ph.D. in Business Administration

Warrington College of Business Administration

Analysis and Interpretation:

May - August

Program Modifications:

September to November

Dissemination:

Completed by December

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1		✓	✓	✓	✓	✓	✓
<b>Skills</b>							
#2		✓	✓	✓	✓	✓	✓
<b>Professional Behavior</b>							
#3		✓	✓	✓	✓	✓	✓
#4		✓	✓	✓	✓	✓	✓

## F. Measurement Tools

*Annual review of student progress:* Student progress (e.g., course grades, research performance) is periodically reviewed by the department's faculty. Each student is paired with a major adviser who takes primary responsibility for overseeing the process.

**Accounting:** At the end of each spring semester, the department's doctoral dissertation committee meets to review the progress of each student. Students who are not meeting departmental requirements in terms of grades, research performance, etc. are counseled out of the program.

**FIRE:** Each student receives an annual letter of evaluation. The Department's major retention decisions involve the comprehensive exam (administered at the end of the students' first year) and the second year paper, which is scheduled to be completed and presented by early in the student's third year.

**ISOM:** Each student receives an annual evaluation letter which provides an assessment for the past year and specifies appropriate goals for the students' coming year.

**Management:** Each student receives an annual letter of evaluation from the PhD coordinator, drawing on input from the students' advisor or major professors. The letter centers primarily on participation in research projects, bringing those projects under review, and successfully managing the review process. Feedback on course work and teaching are discussed when applicable.

**Marketing:** At the end of each spring semester, the department meets to review the progress of each student. Students who are not meeting departmental requirements are counseled out of the program. Each student receives an annual evaluation letter, which assesses performance in the past year and specifies appropriate goals for the students' coming year.

*Exams:* Exams are administered in a time window that stretches from the end of the first year of study until the middle of the third year of study. Three forms of exams are administered. First and second year papers allow faculties to assess the research and communication skills of students. Topics are chosen by students and papers are graded by faculty. Written comprehensive exams, administered in year two, assess student competence in major topic areas within the discipline. The exam is written and graded by a committee of faculty members. A conceptual paper on a topic of the students choosing can substitute for a written exam (Marketing). The conceptual paper is completed in the first semester of year three in the program and is graded by the Supervisory Committee. Students must complete an oral exam after successfully completing the written comprehensive exam or conceptual paper. The oral exam can be on a general topic or specific to the student's area of interest.

*Dissertation:* Students must prepare and present a dissertation that shows independent investigation and that is acceptable in form and content to the supervisory committee and to the Graduate School. To complete a dissertation, the student must identify a gap in the profession's current knowledge and undertake research that fills the gap in a way that satisfies high professional standards. The work must be of publishable quality and must be in a form suitable for publication, using the Graduate School's format requirements.

*Placement:* Placement success will be assessed using the list of Carnegie Research University "Very High" institutions. This list roughly parallels Ph.D. granting institutions in business.

*Communication:* All students are required to teach a minimum of one course while in the Ph.D. program. Teacher evaluations will be used to assess performance.

### **G. Assessment Oversight**

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Chris Janiszewski	Marketing - Russell Berrie Foundation Eminent Scholar Chair	chris.janiszewski@warrington.ufl.edu	352-273-3281

## Rubric for Use in Teaching Evaluations for the PhD in Business

Name of candidate: \_\_\_\_\_

Criteria	Does not Meet	Meets
1. Description of course objectives and assignments		
2. Communication of ideas and information		
3. Expression of expectations for performance in the class		
4. Availability to assist students in or out of class		
5. Respect and concern for students		
6. Stimulation of interest in course		
7. Facilitation of learning		
8. Enthusiasm for the subject		
9. Encouragement of independent, creative, and critical thinking		
<b>Overall rating of the PhD candidate</b>		