

Fogelman College of Business & Economics
Ph.D. Program in Business and Economics
Assurance of Learning Assessment Plan

Mission Statement

The mission of the Ph.D. Program in Business and Economics is to provide advanced education in the economic and business disciplines to students who intend to pursue academic careers at institutions of higher learning or research-oriented careers in business and government.

Program Assessment Plan

Given the Ph.D. program mission, any assessment of the program's progress in fulfilling its mission should encompass evaluation of the placement of graduates as well as the publication productivity of alumni after graduation. Therefore, the following Ph.D. program performance information will be collected by the Associate Dean for Academic Programs or a designee:

- Number and type of academic placements by Ph.D. graduates each year;
- Number and type of business/research placements by Ph.D. graduates each year; and
- Publication activity of Ph.D. alumni up to 5 years after graduation.

Learning Goals

In order to accomplish the Ph.D. mission described above, the following learning goals are applied to FCBE students while in the Ph.D. program:

1. Students will demonstrate a detailed knowledge of their areas of specialization.
2. Students will master the analytical/methodological skills needed to evaluate and conduct research in their areas of specialization.
3. Students will demonstrate their ability to design and conduct original research in their chosen fields of specialization.
4. Students will be able to teach college-level courses in their areas of specialization.
5. Students will be able to communicate the results of their research in a clear and effective manner.

Assessment Plan

For each of the learning goals described above, assessment rubrics are used to track progress. Each department offering a Ph.D. concentration will track their students' progress toward the learning goal through assessment of the following components:

1. Students will demonstrate a detailed knowledge of their areas of specialization.
 - Successful completion of a research paper in courses included in students' programs of study;
 - Successful completion of questions on theoretical topics from students' comprehensive exams;
 - Publication of a submitted manuscript in a peer-reviewed journal. The student must play a major role in the preparation of the manuscript;
 - Presentation of a paper at an academic conference. The student must play a major role in the preparation and presentation of the paper.

2. Students will master the analytical and methodological skills needed to evaluate and conduct research in their areas of specialization.
 - Successful completion of analytical/methodological questions from students' comprehensive exams;
 - Publication of a submitted manuscript in a peer-reviewed journal. The student must play a major role in the preparation of the manuscript;
 - Presentation of a paper at an academic conference. The student must play a major role in the preparation and presentation of the paper.
3. Students will demonstrate their ability to design and conduct original research in their chosen fields of specialization.
 - Presentation of a completed research paper in a seminar to faculty in the students' area of specialization;
 - Publication of a submitted manuscript in a peer-reviewed journal. The student must play a major role in the preparation of the manuscript;
 - Presentation of a paper at an academic conference. The student must play a major role in the preparation and presentation of the paper.
4. Students will be able to teach college-level courses in their areas of specialization.
 - Successful completion of instruction of an assigned college course during the completion of the students' degree or classes within a course,
 - Assessment of student teaching evaluations for each course taught by a Ph.D. student
5. Students will be able to communicate the results of their research in a clear and effective manner.
 - Evaluation of written and oral research presentations in courses by students;
 - Evaluation of oral presentations in research seminars given by students;
 - Evaluation of written presentations given by students during comprehensive exams
 - Evaluation of oral presentations given by students during comprehensive exams.

CTL Measurement Procedure for the PhD Degree:

- The rubrics for each Learning Goal provide assessment objectives and measurement scales for each learning outcome in the Ph.D. program.
- Immediately preceding the student's completion of study and planned graduation, the Ph.D. coordinator in each concentration summarizes the performance of their Ph.D. students using a summary checklist (provided online using Qualtrics) to record each student's performance across all learning outcomes in the PhD program (using the PhD assessment rubric as a guide). This formal assessment must be completed along with the student's Intent to Graduate form.
- In coordination with the AoL Director, the College Ph.D. Program Director periodically compiles the information from this database and convenes the College Ph.D. Sub-Council to review and make recommendations for program improvements. The frequency of formal evaluation cycles is consistent with both AACSB and campus THEC requirements (currently at least once every three years).