

Academic Assessment Plan

Sam M. Walton College of Business

Doctor of Philosophy in Business Administration and Doctor of Philosophy in Economics

AACSB Assurance of Learning Cycle: 2011-2016

Program Goals and Learning Objectives

Note: The PhDs in Business Administration (BA) and Economics (Econ) share a common set of doctoral level goals and objectives. However, the two programs maintain different measurements and instruments for some objectives, as indicated below.

COMMUNICATION

Graduates of the PhD in (ECON/BA) program at the Sam M. Walton College of Business will be able to communicate scholarly research.

Learning Objective 1 (Written Communication): Students will demonstrate proficiency in academic writing conventions.

Learning Objective 2 (Oral Communication): Students will present research findings effectively.

CRITICAL THINKING/PROBLEM SOLVING

Graduates of the PhD in (ECON/BA) program at the Sam M. Walton College of Business will contribute knowledge through original research.

Learning Objective (CTPS): Students will demonstrate ability to develop and conduct original research.

TECHNICAL COMPETENCE (Discipline Knowledge)

Graduates of the PhD in (ECON/BA) program at the Sam M. Walton College of Business will possess deep knowledge in their areas of specialization.

Learning Objective 1 (TCDK): Students will demonstrate ability to articulate discipline's main theories and foundational literature.

Learning Objective 2 (TCDK): Students will demonstrate deep knowledge of discipline's research methods.

TEACHING

Graduates of the PhD in (ECON/BA) program at the Sam M. Walton College of Business will employ quality teaching principles and practices.

Learning Objective 1: Students will demonstrate the development of pedagogically sound courses.

Learning Objective 2: Students will demonstrate effective teaching practices.

Process for Assessing each Student Learning Outcome

The Sam M. Walton College of Business' specialized accreditation through the Association to Advance Collegiate Schools of Business (AACSB) outlines the standards of Assurance of Learning (AOL) in a 5-year cycle. During each cycle, the curriculum is managed by direct-measure analysis of demonstrated student learning toward goals and objectives defined by the faculty of the program at the start of the cycle. Each objective must be measured *at least* twice during a given cycle. Analysis of assessment data occurs following each measurement. Curricula changes must occur between measures and allow sufficient time for desired effect of curricular change to be detected in following measures.

The following plan of assessing the program's goals and objectives is set to accomplish these requirements within the college's current cycle of 2011-2016, with AACSB Continuous Program Improvement Review occurring in 2017.

Timeline for assessment and analysis

Written Comm:

2014	BA: Doctoral Paper; Econ: Field Exam
2015	BA: Doctoral Paper; Econ: Field Exam

Oral Comm:

2014	BA and Econ: Doctoral Presentation
2015	BA and Econ: Doctoral Presentation

CTPS:

2014	BA and Econ: Dissertation Defense Pass Rate (Sp-Fa14)
2015	BA and Econ: Dissertation Defense Pass Rate (Sp-Fa15)

TCDK: (obj.1):

2014	BA: Comps; Econ: Micro & Macro Comp Exams
2015	BA: Comps; Econ: Micro & Macro Comp Exams

TCDK: (obj.2):

Su 2014	BA: Comps; Econ: Field Exam
Su 2015	BA: Comps; Econ: Field Exam

TEACHING (obj. 1):

Fa 2014 BA and Econ: 2nd Year Student Syllabus & Assignment

Fa 2015 BA and Econ: WCOB 6111 Syllabus & Draft Assignment

TEACHING (obj. 2):

Su 2014 BA and Econ: Course Evaluation Data (Fa 13-Sp 14).

Su 2015 BA and Econ: Course Evaluation Data (Fa 14-Sp 15).

Means of assessment and desired level of student achievement

All assessments are conducted using a sample of student artifacts in all sections of courses listed below, based on 20-25% of the previous AY's graduates, or a minimum of 20 artifacts. Standards of Measure are subject to revision during the cycle to provide an opportunity to increase the program's desired standard.

In addition to the direct measures of student learning below, all objectives and general curricular concerns are evaluated using in-direct methods via periodic faculty and student focus groups, boards, and committees.

Written Comm: Direct evaluation of student artifacts using Walton College Written Communication rubric conducted by the college's Writing Center staff, using a 3-rater process.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

Oral Comm: Direct evaluation of student research presentations using the Walton College Oral rubrics: Formal Small Group (BA) or Standard Presentation (Econ).

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

CTPS: Dissertation defense pass rates.

Standard of Measure: At least 80% of defenses are successfully passed.

TCDK: BA-Direct evaluation of student comprehensive exam responses using the WCOB PhD Technical Competency Rubric part 1 and 2. Econ-Comprehensive exam pass rates.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion (BA) or 80% pass rate (Econ).

Teaching Objective 1: Direct evaluation of student developed course syllabi and actual course assignments developed during teaching experiences, using the WCOB PhD Teaching – Course Development rubric part 1 and 2.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

Teaching Objective 2: Aggregate trend analysis of student evaluation data for PhD student-taught courses.

Standard of Measure: N/A. Holistic analysis of trend.

Reporting of results

All objective analyses are reported in aggregate (no student or faculty identifiers) following the semester assessed. Reports are delivered to and discussed with the program director and assistant director. The program director disseminates the reports for discussion with program faculty regarding curricular improvements needed.

The Dean of Walton College receives an annual report on the outcomes and curricular improvements resulting from assessment and periodic updates through committees regarding the overall status of the Assurance of Learning process.

At the end of each AACSB Continuous Program Improvement Review cycle, Assurance of Learning activities conducted and curricular management that occurred as a result of data during the cycle are comprehensively reported in the college's report to AACSB prior to peer review.

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