Outcomes Assessment and Program Improvement
Ph.D. in Business Administration

SECTION 1 – PAST ASSESSMENT RESULTS

The process underlying the development of an assessment plan began in 1994-1995 with a comprehensive review and evaluation of the Ph.D. program by the Department's Graduate Studies Committee comprised of seven faculty and two doctoral students. Detailed data on admissions quality, time to completion, completion rates and placement were reviewed. A new curriculum, detailed student evaluation procedures and a governance system, direct measures of student learning and a Ph.D. student handbook were developed and implementation began during the 1997-1998 academic year. The handbook clearly outlines the Ph.D. program goals, learning objectives, assessment methods, and the standards that the department now uses to evaluate student learning.

In 2004, the Graduate Studies Committee reviewed the plan and, in addition to reviewing the results of admission quality and other indirect measures, made improvements to the Ph.D. curriculum, and revised the Ph.D. handbook. The program was adopted by the Department of Business Administration in April 2004 and is still in use today.

SECTION 2 – REVISED ASSESSMENT PLAN

1. Plan Development Process

   The department assessment plan was derived from the work of the Business Administration Graduate Studies Committee. The Ph.D. program has a clear mission:

   > *To prepare students to excel at two primary academic roles:*
   > *Knowledge creation and Knowledge dissemination.*

   Data from the class entering in the fall of 2001 forward has been compiled and reviewed by the Director of the Ph.D. program, Madhu Viswanathan.

2. Desired Student Outcomes

   The program has had a high degree of success in fulfilling its mission. Our goal is to ensure that this tradition is maintained, but also to strive for continuous improvement in training world-class researchers and teachers.

   The objective of doctoral program in Business Administration is to provide students with the necessary skills to identify and research complex issues within the field of management. The doctoral program is founded on the four cornerstones: Research Excellence, Student Initiative, and Student/Professor Contact.

Research Excellence

The Department of Business Administration is committed to the development of highly qualified researchers trained in the latest research methodology and producing original research work.

Student Initiative

The program fosters independent, creative work on the part of its students. With a minimum of formal requirements, students are encouraged to determine their own direction under the guidance of their advisory and thesis committees.

Student/Professor Contact

The Department of Business Administration encourages close, personal contact between faculty and students. Small-sized classes and the committee format provide doctoral students with many opportunities to exchange with professors. A high professor/student ratio ensures that professors can devote substantial time and energy to student development.

The Doctoral Program in Business Administration offers seven areas of concentration:

- ❑ Information Systems
- ❑ International Business
- ❑ Management Science
- ❑ Marketing
- ❑ Organizational Behavior
- ❑ Process Management
- ❑ Strategic Management

The Ph.D. in Business Administration program goals, learning outcomes, assessment methods, and assessment standards are spelled out in the PhD program handbook distributed to new students. A copy can be found at:

http://www.business.uiuc.edu/ba/pdf/phd-handbook-2007.pdf

The PhD Program curriculum goals and learning outcomes are:

- ❑ Acquire Advanced Disciplinary Competence

    Year 1: Students will understand existing knowledge and theory and their role in research.
    Year 2: Students will be able to apply existing knowledge and theory to new research.
    Year 3: Students will create new knowledge and theory for research and application.

- ❑ Establish a beginning research program or agenda

    Students will write a dissertation proposal explaining the research question, relevant literature and theory, and data collection methods.

❑ Contribute to the body of knowledge in the area

Students will demonstrate their ability to function as an independent researcher by writing a dissertation based on original research in his/her chosen field.

❑ Prepare for teaching responsibilities

Students will be rated as competent by faculty observation and student evaluation.

3. Measures and Methods Used to Measure Outcomes

❑ Acquire advanced disciplinary competence

Year 1: Annual written progress report evaluating (1) Coursework, (2) Development of independent research interests and productive relationships with faculty, and (3) Assistantship duties.

Year 2: Written exam or paper demonstrating understanding of existing knowledge and theory.

Year 3: Written exam or paper demonstrating understanding of existing knowledge and theory.

This assessment is completed annually and is a 100% sample.

❑ Establish a beginning research program or agenda

Student will write a dissertation proposal explaining the research question, relevant literature and theory, and data collection methods.

This assessment is completed annually and is a 100% sample.

❑ Contribute to the body of knowledge in the area

Student will demonstrate their ability to function as an independent researcher by writing a dissertation based on original research in his/her chosen field.

This assessment is a 100% sample.

❑ Prepare for teaching responsibilities

Student will be rated as competent by faculty observation and student ICES evaluations.

This assessment is completed after each class the student teaches and is a 100% sample.

SECTION 3 – PROCESS FOR USING THE RESULTS

1. Plans for Using Results

   Although students have been individually assessed using the listed criteria and standards for many years, the data has never been aggregated to look for trends by goal or cohort. Below is the aggregate data by cohort and program goal. This information is being shared with the Business Administration Graduate Studies committee for review and comment.

		Academic Year Student entered the Ph.D. Program						
		'01-'02	'02-'03	'03-'04	'04-'05	'05-'06	'06-'07	'07-'08
Program Goals	Understand	7	10	7	9	10	16	6
	Apply	4	9	7	9	10		
	Create	4	9	7	9			
	Research	4	9	5	1			
	Contribution	4	7	1				

   The final program goal is to prepare for teaching responsibilities. Below are the ICES scores for Ph.D. students teaching undergraduate courses from AY '02-'03 forward.

	Number students teaching	Number meeting standard	Percent meeting standard
'02-'03	9	8	89%
'03-'04	9	8	89%
'04-'05	18	16	89%
'05-'06	18	17	94%
'06-'07	6	6	100%
'07-'08			

2. Timeline for Implementation

   The assessment tool has been in place for many years. As of 2006 the individual student and cohort data has been aggregated to identify trends and adjust student selection criteria and curriculum. Reports will be made to the Department of Business Administration Graduate Studies Committee annually.