

Business Administration Ph.D.

Intended Outcome 1

Students will gain a broad understanding of various aspects of international business—management, marketing, and finance. As doctoral students, they should be able to demonstrate the theoretical, methodological, as well as practical elements of these fields.

Outcome 1 Assessment: Our doctoral students are required to take doctoral level courses in international management, marketing, finance, and trade. The intended outcomes are achieved in three ways: First, course contents are periodically upgraded by the faculty members who are responsible for teaching them and with consultations of their colleagues. Second, students are tested on the knowledge related to these courses. Additionally, they are given a comprehensive examination to assess their understanding of the subject matters independent of the regular course work requirements. Most students pass the comprehensive exam and move on to the next phase of their program—taking the functional area comprehensive exam. Those who do not pass are asked to retake the examination.

By way of assessing the Intended Outcome 1 quantitatively, the following data seem to be germane. In the spring semester of 2000-2001 academic year, five students took the International Business (IB) portion of their comprehensive examination. Three out of the five passed the examination on the first administration. The two who failed it partially on the first attempt are given the second chance. One of them passed on his second attempt; the other still has to pass the examination.

Intended Outcome 2

Students will develop in-depth knowledge of a functional area either in Marketing or Finance in the context of international environment. This functional specialization is built on the broader understanding of international business.

Outcome 2 Assessment: Doctoral students take advanced courses in either international marketing or finance. The intended outcomes are achieved in three ways: Upgrading the course contents, passing the required courses, and field comprehensive examination. Most students pass the coursework and

comprehensive examinations in their first try and move on to the dissertation phase of their program. Those who do not pass the comprehensive exam are given the second chance. In the spring semester of 2000-2001 academic year, five students took the functional area comprehensive examination. Four out of the five passed on their first attempt. The one who failed it on the first attempt will be given the second chance. (The outcome is pending).

Intended Outcome 3

Students will develop research method skills including theory building, research design, statistical analysis, and academic writing. Any scientific and scholarly endeavor requires a formal process of inquiring a field of knowledge. These research method skills are intended to achieve this end.

Outcome 3 Assessment: Students take a series of research method-related courses including advanced quantitative analyses and multivariate statistics. The theory-based knowledge and theory building skills are gained through doctoral seminar courses as indicated in Intended outcomes 1 and 2. The intended outcomes are achieved by two means: Passing the required course works and demonstrating their research skills in their dissertation research.

Since the inception of our doctoral program in 1990, 35 students out of 107 students who were admitted to the program successfully completed their degrees. Thirty-one students are declared to be inactive and forty-one students are in various stages of completion. In order to improve the graduation rate, we tightened our admission standards and processes. As a result, the average GMAT score of incoming students has been raised from the lowest level of 537 in 1995-96 to the current level of 636. Occasionally, however, conditional admissions are given to some promising students who have to submit the acceptable GMAT score later.

Intended Outcome 4

Students gain teaching skills. They are required to make oral presentations in most doctoral courses and some are given teaching responsibility.

Outcome 4 Assessment: Student teaching skills are assessed by means of oral presentation in classes, teaching classes, and utilizing student teaching evaluations. Students who are assigned to teach classes go through a teacher-training program run by the Graduate Teach Institute. Senior professors at the Institute's training sessions evaluate teaching skills. Only those who pass the training program are given teaching assignments. Currently, five doctoral

students are involved with teaching.

Intended Outcome 5

The doctoral program is intended to enhance the image and academic reputation of the University by means of placing our graduates in teaching, research, and/or administrative positions in higher education and other professional institutions.

Outcome 5 Assessment: Most of our graduates are successfully placed in teaching positions in higher education. The following list examples the names of the universities where our graduates are employed: Berry College (GA), Eastern Connecticut University (CT), Hampton University (VA); Christopher Newport University (VA), James Madison University (VA), University of Missouri—St. Louis (MO), University of Northwest Missouri (MO), University of Nevada (NV), East Tennessee State University (TN), Western Washington University (WA), Yeungnam University (Korea), Kukdong University (Korea), and Pyungtack University (Korea).

Intended Outcome 6: The doctoral program is aimed at attracting and retaining highly qualified faculty members whom otherwise would (have) not join(ed) the faculty.

Outcome 6 Assessment: Several faculty members indicated that they are attracted to the College of Business Administration, Old Dominion University, because of its doctoral program. For examples, Drs. James Johnson, Robert Sweo, Kiran Karande, Anil Nair, and Larry Flier are here because of the doctoral program that provides them with an intellectually challenging environment.