

Assessment Action Plan Form

Degree Program: PhD in Economics

Reviewer(s): Orgul Ozturk, PhD in Economics Faculty Director; PhD Program Faculty Committee

Learning Goal 1: Students will be able to approach economics-related issues theoretically. Students should demonstrate a mastery of the relevant literature and have an appreciation for the usefulness and limitations of a given theory.

Date: 10/26/2019

Assessment Activity/Course: Evaluation Rubrics for Qualifying Exams, Comprehensive Exams, Dissertation Proposals, Dissertation Defenses – Fall 2017-Summer 2019

Current Success Criteria: The performance criteria for each of the learning outcomes will be evaluated through the use of four scoring rubrics that will be used for the qualifying and comprehensive exams, student teaching, communication skills and the dissertation. The rating scale for all rubrics is as follows: Excellent (5) – Exceptional performance characterized by noteworthy rigor, clarity, creativity, skill, knowledge, or contribution; performance worthy of commendation; Good (4) – Better than average performance; few, if any, deficiencies noted; Adequate (3) – Average performance; some deficiencies noted that must be corrected; Fair (2) – Below average performance; suggests inadequate skill, knowledge, or motivation; Poor (1) – Performance is clearly unacceptable; suggests a failure to make adequate progress toward the degree. It is expected that 85% of students will score Adequate (3) or better for this learning outcome.

Questions

What do the assessment results mean for the program?

In general, our students have a good command of the literature and knowledge of the theories in their area of specialization. We have improved scores since our last assessment with recent cohorts performing significantly better. We added a research workshop for the third year of the program 4 years ago which meets biweekly. These biweekly meetings are aimed at improving quality of student research by focusing on methods to synthesize the existing literature and formulize questions and hypothesis and discussion of methods to tests these ideas.

We have also replaced our second year field exams with a third year paper which enables students to focus on more specific literature.

As a result of this assessment, what actions will be taken to improve the curriculum, delivery, or other components of this program?

We will continue to hold the research workshops and may change the meeting intensity.

We will also assign this course to faculty who best matches each cohorts research interests but also have guest lecturers to address specific student research agendas

We will also increase the variety of field courses offered.

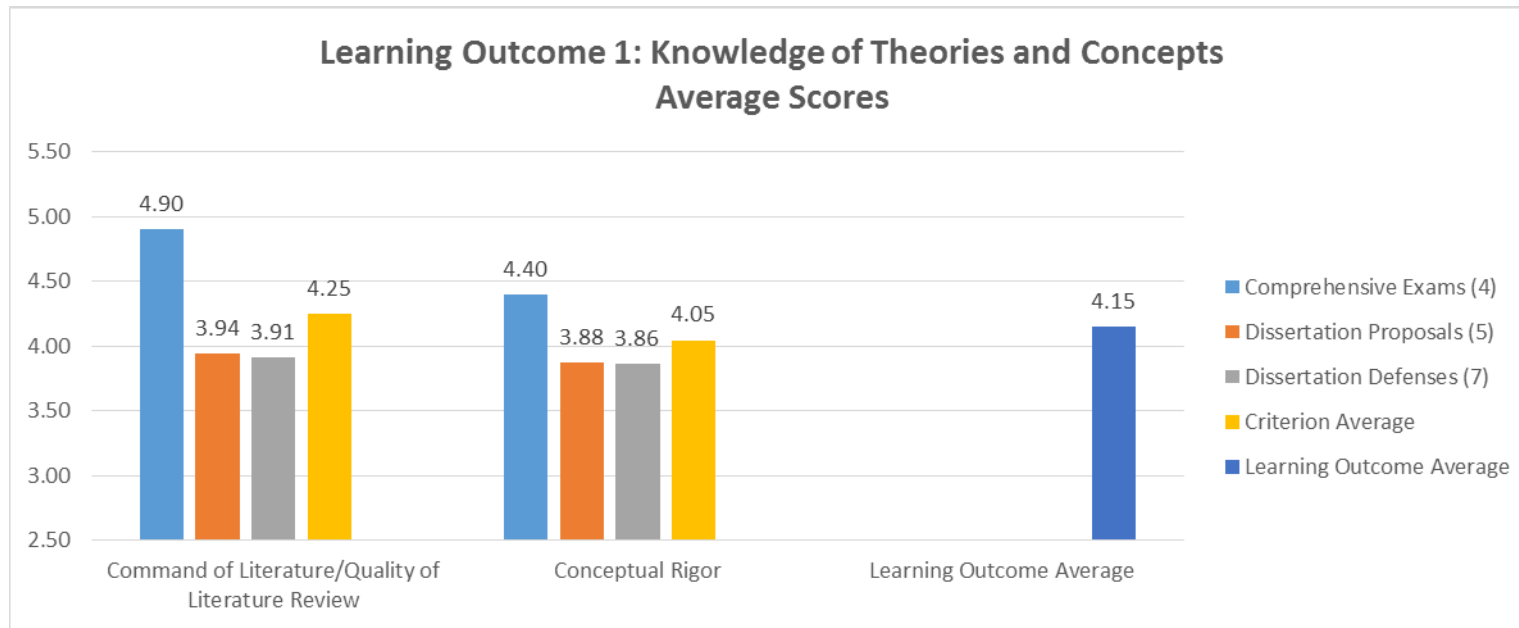
What could make the assessment of this learning goal more effective?

Students should be given regular feedback on of their presentation and interpretation of the literature. We have changed the annual review forms to provide more guidelines to students on department expectations in terms of research at every stage of the program by customizing it to our departments schedule by year. These forms now give them better guidelines in timing of field/topic/advisor selection, thus making it possible to form more successful matches which should improve our students' proficiency in their related fields. In addition, we can ask instructors of field courses to focus on these skills as a part of their learning objectives and assess reports, papers, and presentations over the course of the semester with the same criteria and provide feedback to the students.

General Comments:

*** Please attach responses.**

LEARNING OUTCOME 1 SUMMARY



For the Comprehensive Exams and Dissertation Proposals, 100% of students scored ≥ 3 for both criteria. For the Dissertation Defenses, 86% of students scored ≥ 3 for both criteria.