

Assessment Action Plan Form

Degree Program: PhD in Economics

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

Learning Goal 2: Students will be able to analyze data. Students should have the ability to construct, estimate, and interpret economic models.

Date:

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?

Majority of our students have a good command of the latest developments in the econometric approaches and theoretical models used in the literature in their fields. We have also improved in this respect over the last few years. This was another benefit of the research workshop.

We have been successful placing our students last year which we believe indicates our students are well trained in theory and research methods.

Also our students received research awards from the university and opportunities to intern at Federal Reserve Banks in Boston and Minneapolis.

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

We have increased emphasis on the applied methods in the second year courses. We

will incorporate even more quantitative methods and data analysis to our curriculum.

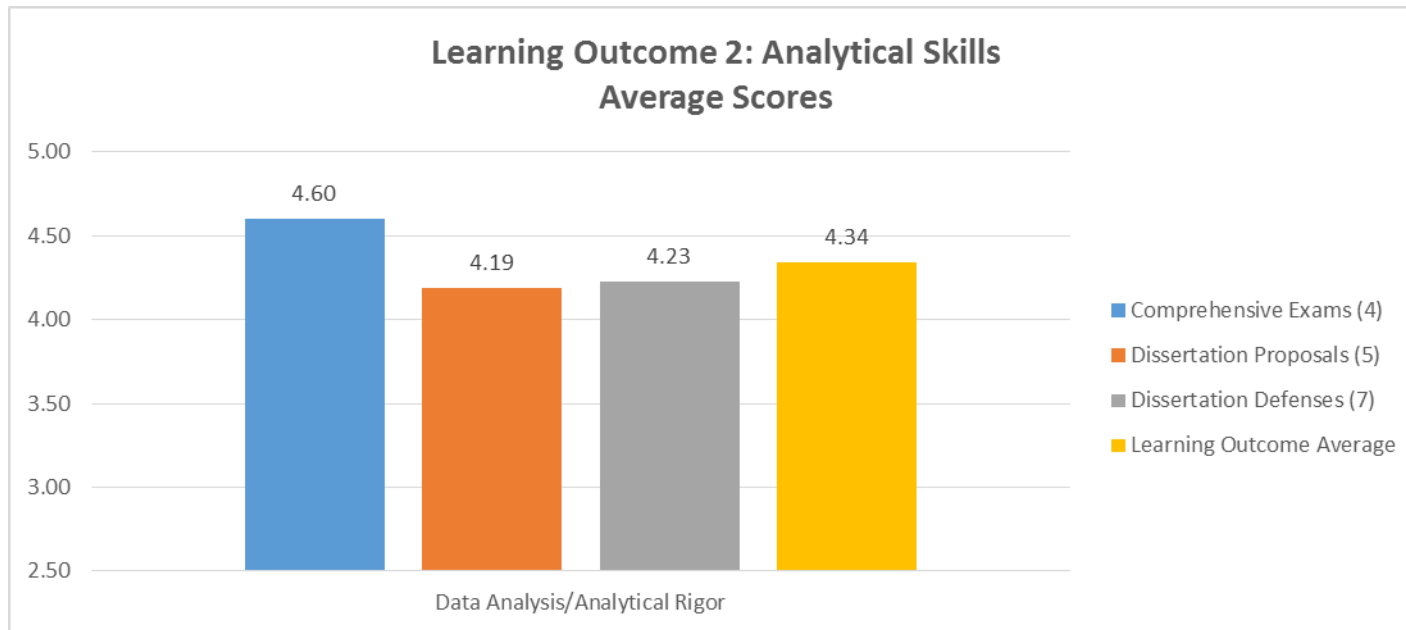
What could make the assessment of this learning goal more effective?

We encourage students to present their papers at many national conferences and our departmental brownbags. We also encourage research papers to be sent out peer reviews on their 4th and 5th years, before graduation. In the last cohorts, we had students publish before graduation in highly respected field journals. We can increase our efforts on this front. We can also encourage junior faculty collaborate with the graduate students in earlier years. This will not only increase productivity but will be a hands on learning experience for our students, making it easier to publish their own research.

General Comments:

*** Please attach responses.**

LEARNING OUTCOME 2 SUMMARY



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