

Assessment Action Plan Form

Degree Program: PhD in Economics

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

Learning Goal 3: Students will be able to undertake original research on economic issues. This should include the abilities to critically review previous research, to develop approaches to answering relevant questions, and to appropriately draw inferences from the outcomes of these research activities. The stress is on the ability to use data appropriately to answer research questions empirically.

Date:

Assessment Activity/Course: Evaluation Rubrics for 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 theoretical modeling techniques and the econometric techniques. With the help of our second and third year research workshop and increased emphasis on programming and data analysis techniques in field courses our students have improved significantly over the last cohorts.

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

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

We can provide more opportunities to participate in faculty research for our students in earlier years.

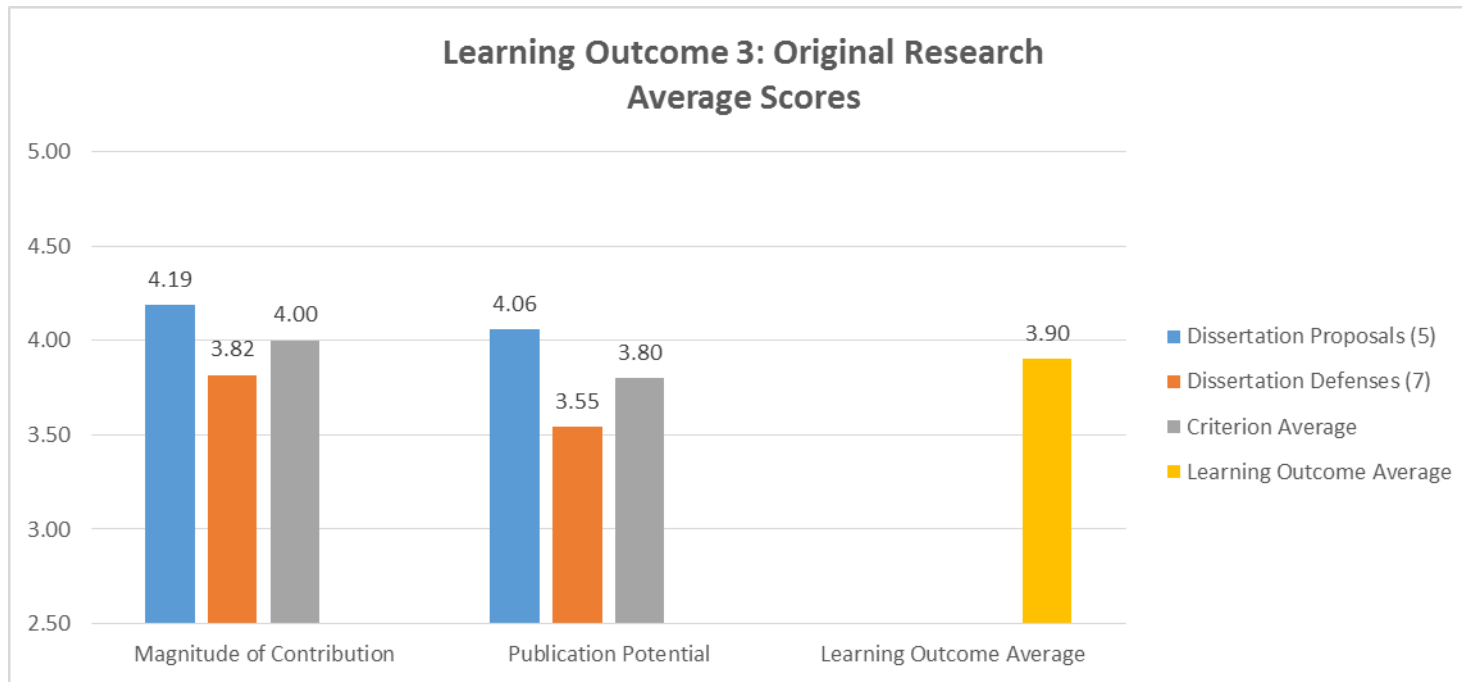
What could make the assessment of this learning goal more effective?

We can match students to advisors or research mentors early in the program. This should encourage collaborations.

General Comments:

*** Please attach responses.**

LEARNING OUTCOME 3 SUMMARY



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