

Assessment Action Plan Form

Degree Program: PhD in Economics

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

Learning Goal 4: Students will be able to clearly and effectively communicate the results of their research in written and oral form.

Date:

Assessment Activity/Course: Evaluation Rubrics for Qualifying Exams, Comprehensive Exams, Dissertation Proposals, Dissertation Defenses, Faculty Communication Assessments – 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?

Our younger cohorts are performing very well. Current cohorts are presenting regularly in classes and at least twice per semester in the research course. All of our students score well in oral presentations. Some of our international students had issues with written communication which we believe has also been much improved for their counterparts in recent cohorts.

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

We have added requirements to present starting from the first year of the program. We will encourage our students to present their research more frequently to a variety of audiences starting from their third years in the program.

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

We will provide more mock presentation opportunities for our students and encourage them to present their work in conferences and within the department more often.

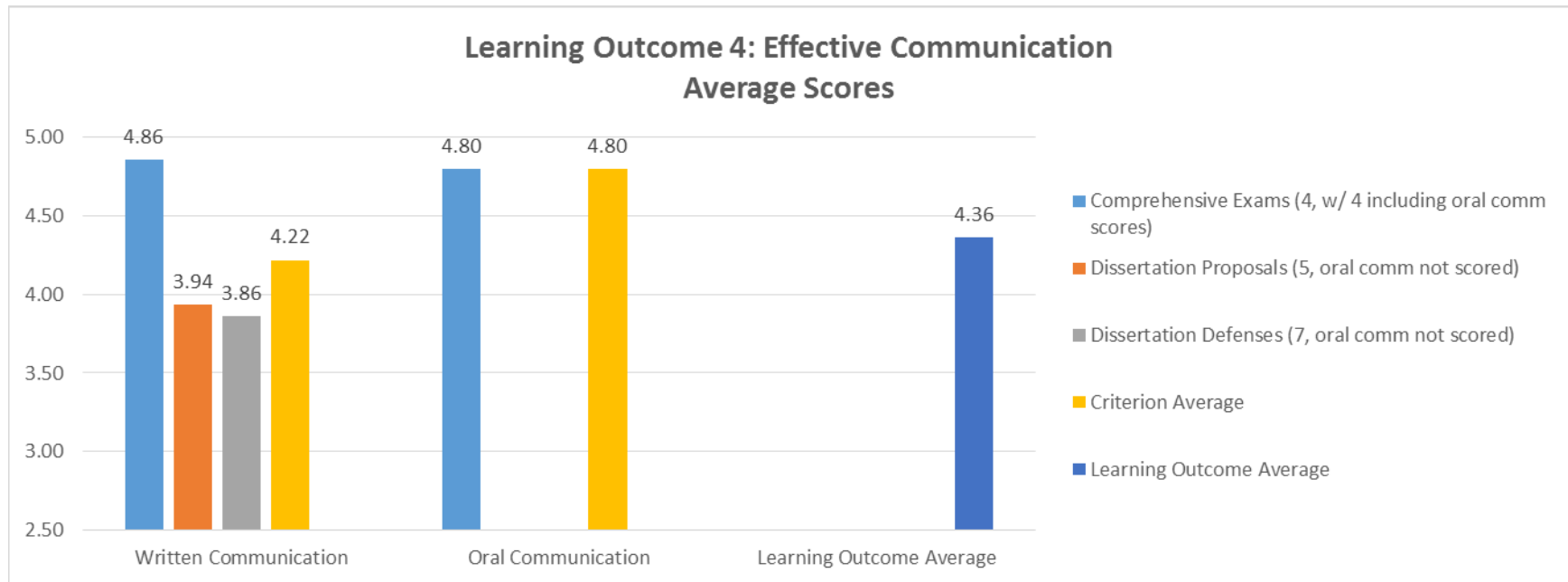
These assessments can be done after workshop presentations and in class presentations to provide feedback to students not only in terms of topics and methodologies but also on presentation skills and language issues. We can also encourage them to regularly present to their fellow students and give feedback to each other.

For written communication, we can utilize resources provided by the University and can use professional editors to provide writing feedback.

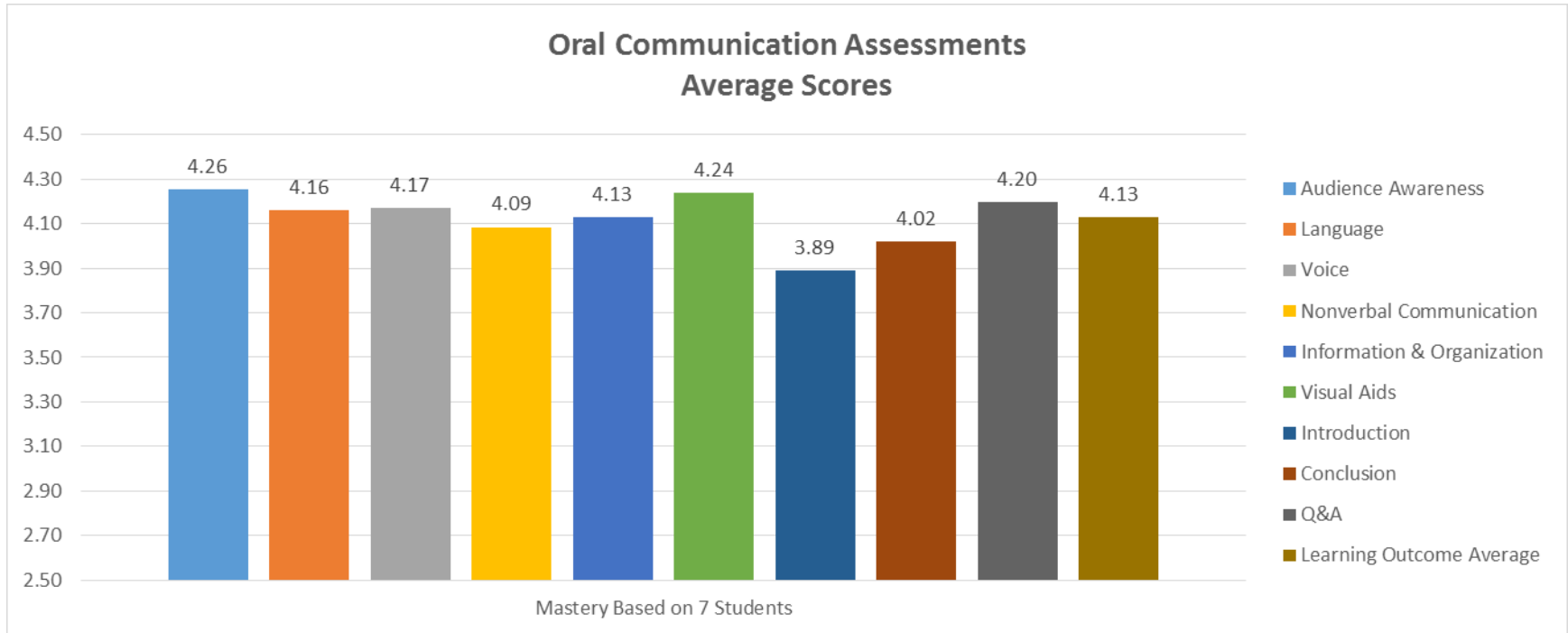
General Comments:

*** Please attach responses.**

LEARNING OUTCOME 4 SUMMARY



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



86% of students scored ≥ 3 for the Introduction and Conclusion criteria. 100% of students scored ≥ 3 for all other criteria.