

# Assessment Action Plan Form

**Degree Program:** PhD in Economics

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

**Learning Goal 5:** Students will develop the skills required to teach college-level classes in the area of economics.

**Date:**

**Assessment Activity/Course:** Evaluation Rubrics for Doctoral Student Teaching – 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?

**Two of our students won the last two teaching awards given to graduate students by the business school. We are very happy with our students' teaching performance. Most of our students also get consistently good student teaching reviews.**

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

**We will provide peer reviews for our students starting from their third years, when they first start teaching. We will continue to recommend them to utilize resources from Center for Teaching Excellence.**

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

**We have been coordinating classes thought by our students. We can give feedback on their teaching materials in addition to teaching style. Moreover, we can ask our students to review each other's teaching for another sources of peer review.**

General Comments:

**\* Please attach responses.**