Detailed Assessment Report  
2013-2014 Economics Ph.D.  
As of: 7/14/2014 01:51 PM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Several years ago EFLS broke its 698 course for Economics Ph.D. students into micro and macro tracks; we now require all third- and fourth-year Ph.D. students to enroll in one of these EC 698 sections. At the beginning of the fall term of their third year economics Ph.D. students must now submit a paper to the instructor in charge, and be prepared to modify it and present it repeatedly to faculty and students over the course of the academic year. The process repeats in the fourth year. We implemented this new structure because we noticed two important yet related things: our economics Ph.D. students were taking too long to finish the program, and when they did finish they were often failing to end up with desirable placement outcomes. These problems were, in turn, determined to be due in part to students taking too long to engage in the research process, and to taking too long to initiate original, independent research on their own. In economics in particular it is a big boost to have one or more papers accepted for publication by the time incumbents enter the job market. EFLS also concluded that splitting our EC 698 offerings along microeconomic and macroeconomic lines makes sense since this is broadly how the economics profession defines itself, and the research skills necessary to publish successfully in these areas differ in meaningful ways. We implemented this new approach in the fall of 2012, and the department is coming up on the third year of using this new EC 698 track. While it is too soon to determine if we have significantly reduced dwell time of our students in the program, the recent evidence suggests our economics Ph.D. students are now beginning to enjoy better success (i.e., outcomes) in the academic job market.

Mission / Purpose

The mission of the Department of Economics, Finance and Legal Studies is to provide a thorough training in finance and economics and in the analytical skills needed to apply these disciplines in practice. We strive to maintain our position as the preeminent finance and economics program in the State of Alabama and to provide an education whose quality is nationally recognized. We are committed to high quality teaching to provide students with the skills necessary to adapt and to excel in the ever-changing marketplace. We expect our full-time tenured and tenure track faculty to develop research programs that lead to publications in leading academic journals.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline knowledge

Students demonstrate a comprehensive knowledge of the core theory and current research in the field of economics.

Connected Documents

PhD Economics Curriculum Map
Rubric for evaluating Ph.D. dissertation

Related Measures

M 1: Microeconomics qualifying exam

Students satisfactorily complete a qualifying exam in microeconomics.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of students meet or exceed expectations.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Minor field requirement removed and research emphasis increases

Established in Cycle: 2011-2012

The department made changes in the PhD program in economics to better prepare students to compete in the job market. The overall...

Increase scrutiny of entering class

Established in Cycle: 2012-2013

The 3 students failing to meet expectations on the qualifying exams were dismissed from the Ph.D. Economics program. In retrospect...

M 2: Macroeconomics qualifying exam

Students satisfactorily complete a qualifying exam in macroeconomics

Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of students meet or exceed expectations.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.
Minor field requirement removed and research emphasis increases
Established in Cycle: 2011-2012
The department made changes in the PHD program in economics to better prepare students to compete in the job market. The overall...

Increase scrutiny of entering class
Established in Cycle: 2012-2013
The 3 students failing to meet expectations on the qualifying exams were dismissed from the Ph.D. Economics program. In retrospect...

SLO 2: Skills and abilities
Students develop competency in the conduct of original research in the field of economics and to effectively communicate research results to peer and lay audiences.

Connected Documents
PhD Economics Curriculum Map
Rubric for evaluating Ph.D. dissertation

Related Measures

M 3: Research paper
Students write and satisfactorily complete a research paper
Source of Evidence: Project, either individual or group

Target:
80% of students meet or exceed expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Minor field requirement removed and research emphasis increases
Established in Cycle: 2011-2012
The department made changes in the PHD program in economics to better prepare students to compete in the job market. The overall...

M 4: Doctoral dissertation
Students write and satisfactorily complete a doctoral dissertation
Source of Evidence: Senior thesis or culminating major project

Connected Document
Rubric for evaluating Ph.D. dissertation

Target:
80% of students meet or exceed expectations.

Connected Document
Rubric for evaluating Ph.D. dissertation

Related Action Plans (by Established cycle, then alpha):
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Minor field requirement removed and research emphasis increases
Established in Cycle: 2011-2012
The department made changes in the PHD program in economics to better prepare students to compete in the job market. The overall...

SLO 3: Teacher training
Students acquire the skills essential to teach college-level classes in the field of economics and demonstrate competency in instructional skills.

Connected Document
PhD Economics Curriculum Map

Related Measures

M 5: Teaching assignment.
Students are assigned and satisfactorily complete an independent teaching assignment.
Source of Evidence: Academic direct measure of learning - other

Target:
90% of students meet or exceed expectations.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 4: High recognized quality
The program will improve and sustain a high level of recognized quality.

Connected Document
PhD Economics Curriculum Map

Related Measures

M 7: AACSB accreditation
Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate School of Business (AACSB) are informed measures of our quality.
Source of Evidence: Academic indirect indicator of learning - other

Target:
Maintenance of accreditation

**M 8: National rankings**
Recently published national rankings are informed measures of our quality.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
NA

**OthOtm5: Optimal enrollments and completion rates**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Connected Document**
PhD Economics Curriculum Map

**Related Measures**

**M 9: Enrollment trends**
The UA Office of Institutional Research and Assessment Statistical Profiles gathers and distributes information and analysis of enrollment trends.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
NA

**M 10: Degree completion rates**
The UA Office of Institutional Research and Assessment Statistical Profiles gathers and distributes information and analysis of degree completion rates.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
NA

**OthOtm6: Highly valued**
The program will be highly valued by its program graduates and other key stakeholders that it serves.

**Connected Document**
PhD Economics Curriculum Map

**Related Measures**

**M 11: Quality student applications**
Student GMAT scores establish that strong demand by quality students exist for this program.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The majority of entering students will score in the 75th percentile or higher on the GMAT.

**Related Action Plans (by Established cycle, then alpha):**

**Increase scrutiny of entering class**
Established in Cycle: 2012-2013
The 3 students failing to meet expectations on the qualifying exams were dismissed from the Ph.D. Economics program. In retrospect...

For full information, see the Details of Action Plans section of this report.

**M 12: Quality placement of graduates**
Employer interest and recruiting statistics measure the extent of market demand for graduates from this program.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
50% of the graduating class will find professional opportunities or acceptance into further graduate studies as a consequence of earning the Ph.D. Economics.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Minor field requirement removed and research emphasis increases**
The department made changes in the PhD program in economics to better prepare students to compete in the job market. The overall emphasis was to get students to have more publications at either published or under review when they were seeking a job. The requirement for a minor field was removed from the program in order to place a stronger emphasis on research projects and writing that would directly lead to an improvement in research and writing skills.

**Established in Cycle:** 2011-2012
**Implementation Status:** Finished
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

Measure: Doctoral dissertation | Outcome/Objective: Skills and abilities
Measure: Macroeconomics qualifying exam | Outcome/Objective: Discipline knowledge
Measure: Microeconomics qualifying exam | Outcome/Objective: Discipline knowledge
Measure: Research paper | Outcome/Objective: Skills and abilities

**Responsible Person/Group:** Program director of Econ PhD
**Additional Resources:** none

**Increase scrutiny of entering class**
The 3 students failing to meet expectations on the qualifying exams were dismissed from the Ph.D. Economics program. In retrospect we believe admitting them was a mistake. We intend to increase our scrutiny of applicants to assure only qualified students capable of successfully meeting program standards are admitted. We will look for
uniformly higher scores on standardized tests (i.e., GMAT and/or GREs), and, in particular, require higher scores on standardized tests than the minimum level required for admission by the Graduate School. We will also scrutinize applicants more carefully to ensure that essential mathematical qualifications (including satisfactory performance in an engineering calculus sequence or equivalent) and adequate communication skills, including verbal and oral, are indicated.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Macroeconomics qualifying exam | Outcome/Objective: Discipline knowledge
Measure: Microeconomics qualifying exam | Outcome/Objective: Discipline knowledge
Measure: Quality student applications | Outcome/Objective: Highly valued

Implementation Description: The admissions committee will increase the standards of acceptable performance.

Responsible Person/Group: Program director
Additional Resources: None
Mission / Purpose

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Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline knowledge
Students demonstrate a comprehensive knowledge of the core theory and current research in the field of economics.

Connected Documents
- PhD Economics Curriculum Map
- Rubric for evaluating Ph.D. dissertation

Related Measures

M 1: Microeconomics qualifying exam
Students satisfactorily complete a qualifying exam in microeconomics.
Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of students meet or exceed expectations.

Finding (2012-2013) - Target: Not Met
A total of 7 students took the exam during 2012-13. The results tabulate as follows: 2 students (29%) exceeded expectations, 2 students (29%) meet expectations, 3 students did not meet expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Minor field requirement removed and research emphasis increases
Established in Cycle: 2011-2012
The department made changes in the PhD program in economics to better prepare students to compete in the job market. The overall...

Increase scrutiny of entering class
Established in Cycle: 2012-2013
The 3 students failing to meet expectations on the qualifying exams were dismissed from the Ph.D. Economics program. In retrospect...

M 2: Macroeconomics qualifying exam
Students satisfactorily complete a qualifying exam in macroeconomics
Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of students meet or exceed expectations.

Finding (2012-2013) - Target: Met
A total of 7 students took the exam during 2012-13. The results tabulate as follows: 2 students (29%) exceeded expectations, 2 students (29%) meet expectations, 3 students did not meet expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Minor field requirement removed and research emphasis increases
Established in Cycle: 2011-2012
The department made changes in the PhD program in economics to better prepare students to compete in the job market. The overall...

Increase scrutiny of entering class
Established in Cycle: 2012-2013
The 3 students failing to meet expectations on the qualifying exams were dismissed from the Ph.D. Economics program. In retrospect...

SLO 2: Skills and abilities
Students develop competency in the conduct of original research in the field of economics and to effectively communicate research results to peer and lay audiences.

Connected Documents
- PhD Economics Curriculum Map
- Rubric for evaluating Ph.D. dissertation
**Related Measures**

**M 3: Research paper**
Students write and satisfactorily complete a research paper

Source of Evidence: Project, either individual or group

Target:
80% of students meet or exceed expectations.

**Finding (2012-2013) - Target: Not Reported This Cycle**

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Minor field requirement removed and research emphasis increases**
*Established in Cycle: 2011-2012*

The department made changes in the PHD program in economics to better prepare students to compete in the job market. The overall...

**M 4: Doctoral dissertation**
Students write and satisfactorily complete a doctoral dissertation

Source of Evidence: Senior thesis or culminating major project

**Connected Document**
Rubric for evaluating Ph.D. dissertation

Target:
80% of students meet or exceed expectations.

**Connected Document**
Rubric for evaluating Ph.D. dissertation

**Finding (2012-2013) - Target: Met**
A total of 1 student presented and defended a dissertation during 2012-13. The results tabulate as follows: 0 students (0%) exceeded expectations, 1 student (100%) meet expectations 0 students did not meet expectations.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Minor field requirement removed and research emphasis increases**
*Established in Cycle: 2011-2012*
The department made changes in the PHD program in economics to better prepare students to compete in the job market. The overall...

**SLO 3: Teacher training**
Students acquire the skills essential to teach college-level classes in the field of economics and demonstrate competency in instructional skills.

**Connected Document**
PhD Economics Curriculum Map

**Related Measures**

**M 5: Teaching assignment.**
Students are assigned and satisfactorily complete an independent teaching assignment.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of students meet or exceed expectations.

**Finding (2012-2013) - Target: Met**
A total of 22 independent sections were taught by Ph. D. Economics program graduate students during 2012-2013. The results tabulate as follows: in 12 sections the GTA's (55%) exceeded expectations; in 10 sections the GTA's (45%) meet expectations; and in 0 sections the GTA's did not meet expectations."

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtm 4: High recognized quality**
The program will improve and sustain a high level of recognized quality.

**Connected Document**
PhD Economics Curriculum Map

**Related Measures**

**M 7: AACSB accreditation**
Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate School of Business (AACSB) are informed measures of our quality.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Maintenance of accreditation

**Finding (2012-2013) - Target: Met**
The program was included in the maintenance of AACSB accreditation in March 2013.

**M 8: National rankings**
Recently published national rankings are informed measures of our quality.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
NA.

Finding (2012-2013) - Target: Not Reported This Cycle
Data is not available.

**OthOtcn 5: Optimal enrollments and completion rates**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Connected Document**
PhD Economics Curriculum Map

**Related Measures**

**M 9: Enrollment trends**
The UA Office of Institutional Research and Assessment Statistical Profiles gathers and distributes information and analysis of enrollment trends.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
NA.

Finding (2012-2013) - Target: Met
Economics (CB)
Majors by Level and Fall Term

<table>
<thead>
<tr>
<th>Year</th>
<th>UG Total</th>
<th>UG First Major</th>
<th>UG Sec Major</th>
<th>Masters</th>
<th>First Prof.</th>
<th>Total</th>
<th>Less Sec Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>34</td>
<td>47</td>
<td>55</td>
<td>83</td>
<td>122</td>
<td>57</td>
<td>74</td>
</tr>
<tr>
<td>2008</td>
<td>33</td>
<td>43</td>
<td>45</td>
<td>62</td>
<td>49</td>
<td>56</td>
<td>70</td>
</tr>
<tr>
<td>2009</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>26</td>
<td>34</td>
<td>15</td>
<td>118</td>
</tr>
<tr>
<td>2010</td>
<td>11</td>
<td>14</td>
<td>20</td>
<td>16</td>
<td>18</td>
<td>15</td>
<td>116</td>
</tr>
<tr>
<td>2011</td>
<td>12</td>
<td>13</td>
<td>15</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>151</td>
</tr>
<tr>
<td>2012</td>
<td>14</td>
<td>13</td>
<td>15</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>99</td>
</tr>
</tbody>
</table>

**M 10: Degree completion rates**
The UA Office of Institutional Research and Assessment Statistical Profiles gathers and distributes information and analysis of degree completion rates.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
NA.

Finding (2012-2013) - Target: Met
Economics (CB)
Degrees by Level and Year

<table>
<thead>
<tr>
<th>Year</th>
<th>UG Total</th>
<th>Bachelor 1</th>
<th>Bachelor 2</th>
<th>Masters</th>
<th>First Prof.</th>
<th>Total</th>
<th>Less Bachelor 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>14</td>
<td>30</td>
<td>45</td>
<td>55</td>
<td>59</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>14</td>
<td>29</td>
<td>32</td>
<td>33</td>
<td>37</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>1</td>
<td>13</td>
<td>22</td>
<td>22</td>
<td>26</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>4</td>
<td>7</td>
<td>18</td>
<td>14</td>
<td>18</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>20</td>
<td>40</td>
<td>66</td>
<td>72</td>
<td>78</td>
<td>85</td>
<td></td>
</tr>
</tbody>
</table>

**OthOtcn 6: Highly valued**
The program will be highly valued by its program graduates and other key stakeholders that it serves.

**Connected Document**
PhD Economics Curriculum Map

**Related Measures**

**M 11: Quality student applications**
Student GMAT scores establish that strong demand by quality students exist for this program.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The majority of entering students will score in the 75th percentile or higher on the GMAT.

Finding (2012-2013) - Target: Met
80% of the entering class exceeded the 75th percentile on the GMAT.

Related Action Plans (by Established cycle, then alpha):
Increase scrutiny of entering class
Established in Cycle: 2012-2013
The 3 students failing to meet expectations on the qualifying exams were dismissed from the Ph.D. Economics program. In retrospect...

For full information, see the Details of Action Plans section of this report.

M 12: Quality placement of graduates
Employer interest and recruiting statistics measure the extent of market demand for graduates from this program
Source of Evidence: Academic indirect indicator of learning - other
Target:
50% of the graduating class will find professional opportunities or acceptance into further graduate studies as a consequence of earning the Ph.D. Economics.
Finding (2012-2013) - Target: Met
One student received the Ph.D during 2012-13 and is working in a position as Adjunct Faculty at Temple University that required the doctorate.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Minor field requirement removed and research emphasis increases
The department made changes in the Ph.D program in economics to better prepare students to compete in the job market. The overall emphasis was to get students to have more publications at either published or under review when they were seeking a job. The requirement for a minor field was removed from the program in order to place a stronger emphasis on research projects and writing that would directly lead to an improvement in research and writing skills.
Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: Doctoral dissertation | Outcome/Objective: Skills and abilities
Measure: Macroeconomics qualifying exam | Outcome/Objective: Discipline knowledge
Measure: Microeconomics qualifying exam | Outcome/Objective: Discipline knowledge
Measure: Research paper | Outcome/Objective: Skills and abilities
Responsible Person/Group: Program director of Econ PhD
Additional Resources: none

Increase scrutiny of entering class
The 3 students failing to meet expectations on the qualifying exams were dismissed from the Ph.D. Economics program. In retrospect we believe admitting them was a mistake. We intend to increase our scrutiny of applicants to assure only qualified students capable of successfully meeting program standards are admitted. We will look for uniformly higher scores on standardized tests (i.e., GMAT and/or GREs), and, in particular, require higher scores on standardized tests than the minimum level required for admission by the Graduate School. We will also scrutinize applicants more carefully to ensure that essential mathematical qualifications (including satisfactory performance in an engineering calculus sequence or equivalent) and adequate communication skills, including verbal and oral, are indicated.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: Macroeconomics qualifying exam | Outcome/Objective: Discipline knowledge
Measure: Microeconomics qualifying exam | Outcome/Objective: Discipline knowledge
Measure: Quality student applications | Outcome/Objective: Highly valued
Implementation Description: The admissions committee will increase the standards of acceptable performance.
Responsible Person/Group: Program director
Additional Resources: None
Detailed Assessment Report
2011-2012 Economics Ph.D.
As of: 7/14/2014 01:54 PM CENTRAL

Mission / Purpose
The mission of the Department of Economics, Finance and Legal Studies is to provide a thorough training in finance and economics and in the analytical skills needed to apply these disciplines in practice. We strive to maintain our position as the preeminent finance and economics program in the State of Alabama and to provide an education whose quality is nationally recognized. We are committed to high quality teaching to provide students with the skills necessary to adapt and to excel in the ever-changing marketplace. We expect our full-time tenured and tenure track faculty to develop research programs that lead to publications in leading academic journals.

Goals
G 1: Discipline Knowledge
Connected Document
Rubric for evaluating Ph.D. dissertation

G 2: Skills/Abilities
Connected Document
Rubric for evaluating Ph.D. dissertation

G 3: Teacher training
Please delete!

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans
SLO 1: Discipline knowledge
Students demonstrate a comprehensive knowledge of the core theory and current research in the field of economics.
Connected Documents
PhD Economics Curriculum Map
Rubric for evaluating Ph.D. dissertation

Related Measures
M 1: Microeconomics qualifying exam
Students satisfactorily complete a qualifying exam in microeconomics.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
80% of students meet or exceed expectations.
Finding (2011-2012) - Target: Partially Met
A total of 3 students took the exam during 2011-12. The results tabulate as follows:
0 students (0%) exceeded expectations
3 students (100%) meet expectations
1 student (20%) did not meet expectations
Of the three students, two passed at the Ph.D. level and one passed at the MA level.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

M 2: Macroeconomics qualifying exam
Students satisfactorily complete a qualifying exam in macroeconomics
Source of Evidence: Writing exam to assure certain proficiency level
Target:
80% of students meet or exceed expectations.
Finding (2011-2012) - Target: Partially Met
A total of 3 students took the exam during 2011-12. The results tabulate as follows:
0 students (0%) exceeded expectations
3 students (100%) meet expectations
0 students did not meet expectations
Of these three students, 1 passed at the Ph.D. level and 2 passed at the MA level.

Related Action Plans (by Established cycle, then alpha):
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Minor field requirement removed and research emphasis increases
Established in Cycle: 2011-2012
The department made changes in the Ph.D program in economics to better prepare students to compete in
the job market. The overall...

SLO 2: Skills and abilities
Students develop competency in the conduct of original research in the field of economics and to effectively communicate
research results to peer and lay audiences.

Connected Documents
- PhD Economics Curriculum Map
- Rubric for evaluating Ph.D. dissertation

Related Measures

M 3: Research paper
Students write and satisfactorily complete a research paper
Source of Evidence: Project, either individual or group
Target:
80% of students meet or exceed expectations.

Finding (2011-2012) - Target: Met
A total of 10 students enrolled in this course during 2011-12. Seven of these were third-year students. The
results tabulate as follows:
0 students (0%) exceeded expectations
7 students (100%) meet expectations
0 students (0%) did not meet expectations

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Minor field requirement removed and research emphasis increases
Established in Cycle: 2011-2012
The department made changes in the Ph.D program in economics to better prepare students to compete in
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M 4: Doctoral dissertation
Students write and satisfactorily complete a doctoral dissertation
Source of Evidence: Senior thesis or culminating major project

Connected Document
- Rubric for evaluating Ph.D. dissertation

Target:
80% of students meet or exceed expectations.

Connected Document
- Rubric for evaluating Ph.D. dissertation

Finding (2011-2012) - Target: Met
A total of 2 students presented and defended dissertations during 2011-12. The results tabulate as follows:
0 students (0%) exceeded expectations
2 students (100%) meet expectations
0 students did not meet expectations

Connected Document
- Rubric for evaluating Ph.D. dissertation

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Minor field requirement removed and research emphasis increases
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SLO 3: Teacher training
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in instructional skills.

Connected Document
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Related Measures

M 5: Teaching assignment.
Students are assigned and satisfactorily complete an independent teaching assignment.
Source of Evidence: Academic direct measure of learning - other
Target:
90% of students meet or exceed expectations.

Finding (2011-2012) - Target: Met
A total of 21 independent sections were taught by Ph. D. Economics program graduate students during 2011-12. The results tabulate as follows:
4 sections the GTA (19%) exceeded expectations
17 sections the GTA (81%) meet expectations
0 sections the GTA did not meet expectations

M 6: Delete
Please delete!
Source of Evidence: Portfolio, showing skill development or best work

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 4: High recognized quality
The program will improve and sustain a high level of recognized quality.
Connected Document
PhD Economics Curriculum Map
Related Measures

M 7: AACSB recognition
Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate School of Business (AACSB) are informed measures of our quality.
Source of Evidence: Academic indirect indicator of learning - other

M 8: National rankings
Recently published national rankings are informed measures of our quality.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 5: Optimal enrollments and completion rates
The program will build and sustain an optimal level of annual program enrollments and degree completion.
Connected Document
PhD Economics Curriculum Map
Related Measures

M 9: Enrollment trends
The UA Office of Institutional Research and Assessment Statistical Profiles gathers and distributes information and analysis of enrollment trends.
Source of Evidence: Academic indirect indicator of learning - other

M 10: Degree completion rates
The UA Office of Institutional Research and Assessment Statistical Profiles gathers and distributes information and analysis of degree completion rates.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 6: Highly valued
The program will be highly valued by its program graduates and other key stakeholders that it serves.
Connected Document
PhD Economics Curriculum Map
Related Measures

M 11: Quality student applications
Student GMAT scores establish that strong demand by quality students exist for this program.
Source of Evidence: Academic indirect indicator of learning - other

M 12: Quality placement of graduates
Employer interest and recruiting statistics measure the extent of market demand for graduates from this program
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Minor field requirement removed and research emphasis increases
The department made changes in the PhD program in economics to better prepare students to compete in the job market. The overall emphasis was to get students to have more publications at either published or under review when they were seeking a job. The requirement for a minor field was removed from the program in order to place a stronger emphasis on research projects and writing that would directly lead to an improvement in research and writing skills.
Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Doctoral dissertation | Outcome/Objective: Skills and abilities
Measure: Macroeconomics qualifying exam | Outcome/Objective: Discipline knowledge
Measure: Research paper | Outcome/Objective: Skills and abilities

Responsible Person/Group: Program director of Econ PhD
Additional Resources: none
## Curriculum Map #1. Indicate courses, activities or assignments addressing Student Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1: Comprehensive knowledge of discipline content</th>
<th>Student Learning Outcome 2: Conduct and communicate research results</th>
<th>Student Learning Outcome 3: Develop as a college teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 570 - Mathematical Economics</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 571 - Econometrics</td>
<td>I I</td>
<td></td>
<td></td>
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<tr>
<td>Course 3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EC 610 - Microeconomic Theory</td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>Course 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 611 - Macroeconomic Theory</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 616 - Monetary Economics</td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>Course 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 660 - Games, Information, Uncertainty</td>
<td>A A</td>
<td></td>
<td></td>
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<tr>
<td>Course 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 671 - Econometrics 2</td>
<td>A A</td>
<td></td>
<td></td>
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<tr>
<td>Course 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 698 - Research in Economics</td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>Course 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 699 - Dissertation</td>
<td>✓</td>
<td></td>
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<tr>
<td>Course 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FI 601 - Finance Theory 1</td>
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<tr>
<td>Course 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST 554 - Math Statistics</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1</td>
<td>Microeconomics qualifying exam</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Activity 2</td>
<td>Macroeconomics qualifying exam</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Activity 3</td>
<td>Teach independent course</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Activity 4</td>
<td>Compile teaching portfolio</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

B = Basic knowledge
I  Intermediate knowledge
A  Advanced knowledge
# Curriculum Map #2. Identify assessment instruments in courses/activities/assignments that measure attainment of Student Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1: Comprehensive knowledge of discipline content</th>
<th>Student Learning Outcome 2: Conduct and communicate research results</th>
<th>Student Learning Outcome 3: Develop as a college teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>EC 570 - Mathematical Economics</td>
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<td></td>
</tr>
<tr>
<td>Course 2</td>
<td>EC 571 - Econometrics</td>
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<tr>
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<td>EC 610 Microeconomic Theory</td>
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<tr>
<td>Course 4</td>
<td>EC 611 Macroeconomic Theory</td>
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<tr>
<td>Course 5</td>
<td>EC 616 Monetary Economics</td>
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<tr>
<td>Course 6</td>
<td>EC 660 Games, Information, Uncertainty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 7</td>
<td>EC 671 Econometrics 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 8</td>
<td>EC 698 Research in Economics</td>
<td>Submit research paper</td>
<td></td>
</tr>
<tr>
<td>Course 9</td>
<td>EC 699 Dissertation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Course 10</td>
<td>Fi 601 Finance Theory 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 11</td>
<td>ST 554 - Math Statistics</td>
<td>Microeconomics qualifying exam</td>
<td></td>
</tr>
<tr>
<td>Activity 1</td>
<td>Microeconomics qualifying exam</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Activity 2</td>
<td>Macroeconomics qualifying exam</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Activity 3</td>
<td>Teach independent course</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Activity 4</td>
<td>Compile teaching portfolio</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Economics</td>
<td>Rubric for Dissertation</td>
<td></td>
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<tr>
<td>-----------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1: Fails to Meet Expectations</td>
<td>2: Meets Expectations</td>
<td>3: Exceeds Expectations</td>
</tr>
<tr>
<td>Demonstrates Command of the Relevant Theoretical and Empirical Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution to the Economic/Finance Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: