Economics

Assessment Plan for the PhD Program

Program Learning Outcomes

I. To train students to master the foundations of economics (microeconomics, macroeconomics, and econometrics)

1) **Specific outcome:** Satisfactory and timely completion of core courses
   
   **Assessment method 1:** Among students who entered the Ph.D. program in a particular class and completed the first quarter of the program, the percentage that had completed the three core sequences within one year and had a GPA of at least 3.0 in each of the core sequences.

   **Assessment Method 2:** Among students who entered the Ph.D. program in a particular class and completed the first quarter of the program, the percentage that had completed the courses Econ 212 or Econ 213 with a grade of B- or better.

2) **Specific outcome:** Satisfactory and timely completion of microeconomics cumulative examination
   
   **Assessment Method:** Among students in a particular class and completed the first quarter of the program, the percentage that passed the microeconomics cumulative examinations within one year from entry.

3) **Specific outcome:** Satisfactory and timely completion of macroeconomics cumulative examination
   
   **Assessment Method:** Among students in a particular class and completed the first quarter of the program, the percentage that passed the macroeconomics cumulative examinations within one year from entry.

II. To train students to master a field within economics

4) **Specific outcome:** Satisfactory and timely completion of field requirements
   
   **Assessment Method:** Among students in a particular class who completed the core and passed the cumulative examinations, the percentage that had successfully completed all the field requirements for the Ph.D. within three years from entry.

III. To train students to perform creative and independent research that meets high standards of scholarship

5) **Specific outcome:** Defense of a Ph.D. dissertation proposal
   
   **Assessment Method:** Among students in a particular class who completed the core and passed the cumulative examinations, the percentage that had successfully defended their Ph.D. dissertation proposals within three years from entry.
6) **Specific outcome:** Defense of a Ph.D. thesis

   **Assessment Method:** Among students in a particular class who successfully defended their Ph.D. dissertation proposals, the percentage that had successfully defended their Ph.D. thesis within six years from entry.

7) **Specific outcome:** Submission of a paper to a scholarly journal prior to successful defense of the Ph.D. thesis

   **Assessment Method:** Among students in a particular class who remained in the program at the end of the fall term of their fifth year, the percentage of students that had submitted a paper to a scholarly journal for publication.

IV. To become an experienced and effective teacher of economics at the college level

8) **Specific outcome:** Experience as a teaching assistant

   **Assessment Method 1:** Among students in a particular class who remained in the program at the end of the fall term of their fifth year, the percentage that had had experience as a teaching assistant.

   **Assessment Method 2:** Among students who have had experience as a teaching assistant, the percentage of those with an average of 4.0 or better on question #19 or the teaching evaluation: “Overall, is the instructor an effective teacher?” during the previous academic year.

9) **Specific outcome:** Training as a teaching assistant

   **Assessment Method 1:** Among students in a particular class who had already graduated or remained in the program at the end of the fall term of their fifth year and who had served as a teaching assistant, the percentage that had received some form of teaching training at UCR.

   **Assessment Method 2:** Among students in a particular class who had already graduated or remained in the program at the end of the fall term of their fifth year, the percentage that had received some form of teaching training at UCR outside the department.

V. Pre-thesis research experience

10) **Specific outcome:** Pre-thesis research experience.

   **Assessment Method:** Among students in a particular class who remained in the program at the end of the fall term of their fifth year, the percentage that had written one or more one research papers or mock dissertations proposal in a graduate course at UCR.

VI. Preparedness to write competitive funding proposals

11) **Specific outcome:** Applying for a fellowship or grant

   **Assessment Method:** Among students in a particular class who had already graduated or remained in the program at the end of the fall term
of their fifth year, the percentage that had applied for a fellowship or grant, either internal or external.

12) **Specific outcome:** Winning a fellowship or grant

   **Assessment Method:** Among students in a particular class who had already graduated or remained in the program at the end of the fall term of their fifth year and who applied for a fellowship or grant, the percentage that had been awarded a fellowship or grant.

VII. Development of oral presentation skills as a professional economist

13) **Specific outcome:** Presentation of own research results at conferences and workshops

   **Assessment Method:** Among students in a particular class who remained in the program at the end of the fall term of their fifth year, the percentage that had presented their research at a conference or workshop.

VIII. Academic integrity

14) **Specific outcome:** Training in academic integrity

   **Assessment Method:** Among students in a particular class who remained in the program at the end of the fall term of their fifth year, the percentage that had attended at least two academic integrity workshops.

IX. Preparedness for placement as a professional economist

15) **Specific outcome:** Success in first placement

   **Assessment Method 1:** Among students “on the market” in a particular year, the percentage that had obtained a full-time position as an economist by June 30.

   **Assessment Method 2:** Among students "on the market" in a particular year, the percentage that had obtained a tenure-track academic position, or the equivalent, by June 30.