

# Program Plan and Findings: Four Column Layout



## Program (SSB) - ECON - Economics (PhD) - 065

**Program Mission Statement:** The Doctoral program prepares individuals for academic careers and for research and administrative positions in business and government. The program offers an advanced understanding of economic theory and provides students with empirical skills that are critical to their success.

### Program Information

*2019 - 2020*

#### **Program Information**

**Assessment Coordinator's Name:** Dr. Mary N. Gade

**Assessment Coordinator's E-mail Address:**

**Number of Students Enrolled in the Program:** 14

**Total Number of Students Graduated:** 5

**Were university assessment funds used by the department/program for assessment activities?:** No

**If yes, describe how funds were used and the contribution the funds had on the assessment process:**

**Number of Student Graduates from Stillwater Campus:**

**Number of Student Graduates from Tulsa Campus:**

**Related Documents:**

[Course Map\\_PhD.docx](#)

[Rubric\\_Econometric Theory.docx](#)

[Rubric\\_Macroeconomic Theory.pdf](#)

[Rubric\\_Microeconomic Theory.docx](#)

[Rubric\\_Oral.doc](#)

[Rubric\\_Written.doc](#)

### Annual Executive Summaries

*2019 - 2020*

**Program Assessment Coordinator:** Dr. Mary N. Gade

#### **Plan Review and Approval**

**Date Current Plan Was Reviewed and Approved:** 06/01/2018

**Date of Future Plan Review and Approval:** 06/01/2023

## **Summary of Assessment Findings**

**Describe overall assessment findings and faculty members' interpretation of the assessment results:** Our PhD program in Economics has been successful in providing students with an advanced understanding of economic theory and special subject areas within the discipline. It provides students with the empirical skills that are critical to their success, along with the communication skills that are required to effectively communicate in a professional setting. The program prepares individuals for academic careers and for research and administrative positions in business and government.

## **Dissemination of Findings**

**Describe the individual(s) or committee responsible for reviewing and interpreting assessment data:** The Graduate Program Coordinator is responsible for reviewing and interpreting assessment data.

**Describe the process for sharing and discussing assessment findings with program faculty:** Program faculty are involved with the collection and assessment of the data. Results of the report are shared as needed.

## **Program Improvements Based on Assessment**

**Based on data collected this year, what changes are being considered or planned for the program?:** The department will continue to screen incoming PhD candidates to make sure they are adequately prepared for the rigors of the program. We will continue to emphasize the learning goals outlined in this report.

**Based on this year's findings, what (if any) changes are planned for the assessment process?:** No changes are considered at this time.

**Describe the process for implementing these changes/planned program improvements:** NA

**Program Improvements Made in the Last Year:** Course Improvements, Curriculum Improvements, Improved Faculty Understanding or Buy-In

**"Other" Improvements:**

**Goals for the Coming Year:** The department will continue to review assessment practices and outcomes to align with the current plan.

**Is this Summary Report Complete?:** Yes

**List all individuals associated with this report preparation:** Dr. Mary N. Gade

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p><b>Microeconomic Theory -</b> Microeconomic Theory Knowledge and Competency</p> <ol style="list-style-type: none"><li>1. Graduates of this program should demonstrate an in-depth competency in the theory of consumer behavior.</li><li>2. Graduates of this program should demonstrate an in-depth competency in the theory of producer behavior.</li><li>3. Graduates of this program should demonstrate an in-depth competency in the theory of the market.</li><li>4. Graduates of this program should demonstrate an in-depth competency in the theory of general (multimarket) equilibrium.</li></ol> <p>Microeconomic Theory Knowledge and Competency is introduced and reinforced in Econ 5223</p>	<p><b>Comprehensive, Certification, or Professional Exam(s) -</b> The Microeconomic Theory Prelim Committee administers a comprehensive microeconomic theory exam in the students' first year. The committee evaluates students based on the following rubric for assessing microeconomic theory, knowledge, and comprehension and assigns points as follows: Fail= 1 point; Marginal Pass = 2 points; Pass = 3 points; Pass Good= 4 points.</p> <p><b>* Learning Outcome</b> <b>Goal/Benchmark:</b> 50% of the students should be able to achieve a score greater than or equal to 2.</p> <p><b>Timeline for Assessment:</b> The preliminary exam is administered at</p>	<p><b>Reporting Period:</b> 2019 - 2020 <b>Conclusion:</b> 3 - Meets Program Expectations (Proficient) We had no students at this point in the program. (05/15/2020) <b>Number of Students Assessed:</b> 0 <b>Number of Successful Students:</b> 0 <b>How were students selected to participate in the assessment of this outcome?:</b> NA <b>What do the findings suggest about student achievement of this learning outcome?:</b> NA <b>Related Documents:</b> <a href="#">Rubric_Microeconomic Theory.docx</a></p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>(Mathematical Economics), Econ 6013 (Microeconomic Theory I), and Econ 6023 (Microeconomic Theory II). It is assessed with the Microeconomics Theory Preliminary Exam upon completion of the relevant courses.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Knowledge</p> <p><b>Reason for Archival:</b></p>	<p>the end of the first year of study for each cohort.</p> <p><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">Rubric_Microeconomic Theory.docx</a></p>		
<p><b>Macroeconomic Theory -</b> Macroeconomic Theory Knowledge and Competency</p> <ol style="list-style-type: none"> <li>1. Graduates of this program should demonstrate an in-depth competency in basic Keynesian theory.</li> <li>2. Graduates of this program should demonstrate an in-depth competency in dynamic optimization.</li> <li>3. Graduates of this program should demonstrate an in-depth competency in growth theory.</li> <li>4. Graduates of this program should demonstrate an in-depth competency in consumption-saving.</li> </ol> <p>Macroeconomic Theory Knowledge and Competency is introduced and reinforced in Econ 5033 (Macroeconomic Analysis), Econ 6033 (Macroeconomic Theory I), and Econ 6043 (Macroeconomic Theory II). It is assessed with the Macroeconomics Theory Preliminary Exam upon completion of the relevant courses.</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Comprehensive, Certification, or Professional Exam(s) -</b> The Macroeconomic Theory Prelim Committee administers a comprehensive macroeconomic theory exam in the students' first year. The committee evaluates students based on the following decision making rubric for macroeconomic theory and assigns points as follows: Fail= 1 point; Marginal Pass = 2 points; Pass = 3 points; Pass Good= 4 points.</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> 50% of the students should be able to achieve a score of greater than or equal to 2.</p> <p><b>Timeline for Assessment:</b> The preliminary exam is administered at the end of the first year of study for each cohort.</p> <p><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">Rubric_Macroeconomic Theory.pdf</a></p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient)</p> <p>We had no students at this point in the program. (05/15/2020)</p> <p><b>Number of Students Assessed:</b> 0</p> <p><b>Number of Successful Students:</b> 0</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> NA</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> NA</p> <p><b>Related Documents:</b></p> <p><a href="#">Rubric_Macroeconomic Theory.pdf</a></p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p><b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Knowledge</p> <p><b>Reason for Archival:</b></p> <p><b>Econometrics - Econometrics Knowledge and Competency</b></p> <p>1. Graduates of this program should demonstrate an in-depth competency in the theory and application of the core areas of econometrics.</p> <p>2. Graduates should be able to analyze data. They should have the ability to construct, estimate, and interpret economic models.</p> <p>Econometrics Knowledge and Competency is introduced, reinforced, and assessed in Econ 6213 (Econometrics I) and Econ 6243 (Econometrics 2).</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Knowledge</p> <p><b>Reason for Archival:</b></p>	<p><b>Analysis of Written Artifacts -</b> The most recent instructor in Econ 6213 (Econometrics I) and Econ 6243 (Econometrics II) conducts embedded in-class assessments of the students' understanding of these core areas for all PhD students who took these classes in the Fall 2018 and Spring 2019 semesters. The instructor evaluates students based on the following rubric for assessing econometric theory, knowledge, and comprehension and assigns points as follows: Fail= 1 point; Marginal Pass = 2 points; Pass = 3 points; Pass Good= 4 points.</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> 50% of the students should be able to achieve a score greater than or equal to 2.</p> <p><b>Timeline for Assessment:</b> The evaluation occurs at the end of the second year of study for each cohort.</p> <p><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">Rubric_Econometric Theory.docx</a></p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 4 - Exceeds Program Expectations (Advanced)</p> <p>There were no program students enrolled in Econ 6213. There were four PhD students who completed 6243. The instructor evaluated the students' knowledge of econometric theories, models, and tools as follows: the 4 students in Econ 6243 averaged an overall rating of 3.75. The average score of 4.0 meets the target score of 2.0 or better. [less] (06/22/2020)</p> <p><b>Number of Students Assessed:</b> 4</p> <p><b>Number of Successful Students:</b> 4</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> All program students enrolled in Econ 6243 were assessed.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> This is difficult material. All of the PhD students performed at a level that was good or better.</p> <p><b>Related Documents:</b></p> <p><a href="#">Rubric_Econometric Theory.docx</a></p>	<p><b>Use of Findings (Actions):</b> The department will continue to introduce and reinforce the theory and application of econometrics along with data analysis as applied to economic models. (06/22/2020)</p>
<p><b>Major Field - Major Field Knowledge and Competency</b></p> <p>1. Graduates of this program should demonstrate an advanced understanding in one chosen sub-discipline of specialization in</p>	<p><b>Analysis of Written Artifacts -</b> Students will complete a third year paper and be evaluated for their ability to clearly and effectively communicate their knowledge and</p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 4 - Exceeds Program Expectations (Advanced)</p> <p>Two third-year papers were evaluated during this assessment period. The following scores for each rubric category are shown below.</p>	<p><b>Use of Findings (Actions):</b> The department will continue to introduce and reinforce the written communication skills in a student's major field of study.</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)																														
<p>economics.</p> <p>2. Graduates should demonstrate a “frontier” level of competency and familiarity with the literature in the student’s major field of study.</p> <p>Major Field Knowledge and Competency is introduced and reinforced in a student’s chosen area of study from our field courses, which include Econ 6613 (International Finance) and Econ 6633 (International Trade), Econ 6623 Development I) and Econ 6643 (Development II), and Econ 6903 (Regional Economics) and Econ 6913 (Urban Economics). It is assessed for both written and oral communication skills with the completion of a third year paper which is presented and evaluated at the beginning of the fall semester of a student’s fourth year.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Knowledge</p> <p><b>Reason for Archival:</b></p>	<p>competency within their major field through an oral defense of the third year paper. A third year paper advisor (faculty member) is asked to rate the written and oral communications skills of each doctoral student using the following rubrics. The amount of data collected on each student depends on the number of students in each program engaging in these activities, and varies from year to year.</p> <p><b>* Learning Outcome Goal/Benchmark:</b> 50% of the students should be able to achieve a score greater than or equal to 6 on the written assessment.</p> <p><b>Timeline for Assessment:</b> The completion of a third year paper is evaluated at the beginning of the fourth year of study.</p> <p><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b> <a href="#">Rubric_Written.doc</a></p> <p><b>Oral Presentation -</b> Students will complete a third year paper and be evaluated for their ability to clearly and effectively communicate their knowledge and competency within their major field through an oral defense of the third year paper. A third year paper advisor (faculty member) is asked to rate the written and oral communications skills of each doctoral student using the following rubrics. The amount of data collected on each student depends on the number of students in each program engaging in these activities, and varies from year to year.</p>	<table border="0"> <tr> <td>Conventional Form</td> <td>Clarity and Coherence</td> </tr> <tr> <td>Organization and Content</td> <td>Total</td> </tr> <tr> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>12</td> </tr> <tr> <td>4</td> <td>3</td> </tr> <tr> <td>4</td> <td>11</td> </tr> </table> <p>(06/22/2020)</p> <p><b>Number of Students Assessed:</b> 2</p> <p><b>Number of Successful Students:</b> 2</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> All PhD students are required to complete a third year paper to be evaluated at the beginning of their fourth year of study.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> The results suggest that the Doctoral program has been successful in preparing students for the level of competency in oral written communication skills required at the professional level.</p> <p><b>Related Documents:</b> <a href="#">Rubric_Written.doc</a></p> <p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 4 - Exceeds Program Expectations (Advanced) Two third-year paper presentations were evaluated during this assessment period. The following scores for each rubric category are shown below.</p> <table border="0"> <tr> <td>Content</td> <td>Organization</td> <td>Delivery</td> </tr> <tr> <td>Total</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>3</td> <td>4</td> </tr> <tr> <td>11</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>4</td> <td>3</td> </tr> <tr> <td>11</td> <td></td> <td></td> </tr> </table> <p>(06/22/2020)</p> <p><b>Number of Students Assessed:</b> 2</p> <p><b>Number of Successful Students:</b> 2</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> All PhD students are</p>	Conventional Form	Clarity and Coherence	Organization and Content	Total	3	4	5	12	4	3	4	11	Content	Organization	Delivery	Total			4	3	4	11			4	4	3	11			<p>(06/22/2020)</p> <p><b>Use of Findings (Actions):</b> The department will continue to introduce and reinforce a student's advanced understanding and competency in the chosen area of study. (06/22/2020)</p>
Conventional Form	Clarity and Coherence																																
Organization and Content	Total																																
3	4																																
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11																																	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p><b>* Learning Outcome</b>  <b>Goal/Benchmark:</b> 50% of the students should be able to achieve a score greater than or equal to 6 on the oral communication assessment.  <b>Timeline for Assessment:</b> The completion of a third year paper and the oral presentation is evaluated at the beginning of the fourth year of study.  <b>Other Assessment Type:</b>  <b>Related Documents:</b>  <a href="#">Rubric_Oral.doc</a></p>	<p>required to complete a third year paper to be evaluated at the beginning of their fourth year of study.  <b>What do the findings suggest about student achievement of this learning outcome?:</b> The purpose of this paper and presentation is for the PhD candidate to demonstrate proficiency in a major field of study. The success of our students at this stage indicates that the department is successful in preparing students in a particular field of expertise.  <b>Related Documents:</b>  <a href="#">Rubric_Oral.doc</a></p>	
<p><b>Professional Communication -</b>  Professional Communication  1. Graduates of this program should demonstrate an ability to clearly and effectively communicate the results of their research in written form through the dissertation process.  2. Graduates of this program should demonstrate an ability to clearly and effectively communicate the results of their research in oral form through the dissertation process.  3. Graduates should display the skills required to teach college-level classes in the area of economics.</p> <p>Professional Communication is introduced and reinforced in throughout the PhD curriculum. In addition, all first year PhD students are required to participate in a departmental instructional workshop designed to prepare them for the classroom and we provide opportunities for advanced students to present preliminary research to faculty and peers.</p>	<p><b>Analysis of Written Artifacts -</b>  Doctoral committee members are asked to rate the written communications skills of each doctoral student presenting a dissertation proposal or defense using the written communication skills rubric.  <b>* Learning Outcome</b>  <b>Goal/Benchmark:</b> 50% of the students should be able to achieve a score greater than or equal to 6 on the written assessment.  <b>Timeline for Assessment:</b> At the proposal and defense stage of a dissertation.  <b>Other Assessment Type:</b>  <b>Related Documents:</b>  <a href="#">Rubric_Written.doc</a></p>	<p><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> 4 - Exceeds Program Expectations (Advanced)  Two dissertation proposals were evaluated during this assessment period. There were eight total reviewers. The following total and average scores for each rubric category are shown below in the following order of review category:</p> <p>Conventional Form, Clarity and Coherence, Organization and Content, Total  3,3,3,9  3,3,3,9  3,3,4,10  3,3,3,9  3,3,4,10  4,3,4,11  4,3,4,11  3,4,4, 11</p> <p>The average score at the proposal stage for the two candidates was 10.</p> <p>Four dissertation defenses were evaluated during this assessment period. There were fourteen total reviewers. The following total and average scores for each rubric category are shown below in the following order of review category:</p>	<p><b>Use of Findings (Actions):</b> The department will continue to introduce and reinforce the written communication skills in a student's major field of study. (08/28/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Professional Communication is assessed in Econ 6000 (Research) during the dissertation proposal and defense stage of our program.</p> <p><b>Outcome Status:</b> Active  <b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020  <b>Start Date:</b>  <b>Archived Date:</b>  <b>Outcome Type:</b> Skills  <b>Reason for Archival:</b></p>	<p><b>Oral Presentation</b> - Doctoral committee members are asked to rate the oral communications skills of each doctoral student presenting a dissertation proposal or defense according to the oral communication skills rubric.</p> <p><b>* Learning Outcome</b></p>	<p>Conventional Form, Clarity and Coherence, Organization and Content, Total  4,3,3,10  4,4,4,12  4,4,4,12  3,4,4,11  2,3,3,8  4,4,4,12  3,4,3,10  4,4,4,12  4,3,3,10  4,4,3,11  4,3,3,10  4,4,3,11  3,3,3,9  4,4,4,12</p> <p>The average score at the defense stage for the four candidates was 10.71.  (08/28/2020)</p> <p><b>Number of Students Assessed:</b> 6  <b>Number of Successful Students:</b> 6  <b>How were students selected to participate in the assessment of this outcome?:</b> All PhD students will be evaluated at the dissertation proposal stage and the dissertation defense stage.  <b>What do the findings suggest about student achievement of this learning outcome?:</b> The results suggest that the Doctoral program has been successful in preparing students for the level of competency in written communication skills required at the professional level.  <b>Related Documents:</b>  <a href="#">Rubric_Written.doc</a>  <b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> 4 - Exceeds Program Expectations (Advanced)  Two dissertation proposals were evaluated during this assessment period. There were eight total reviewers. The following total and average scores for each rubric category are shown below in the following order of review category:    Content, Organization, Delivery, Total</p>	<p><b>Use of Findings (Actions):</b> The department will continue to introduce and reinforce the oral communication skills in a student's major field of study.  (08/28/2020)  (08/28/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p><b>Goal/Benchmark:</b> 50% of the students should be able to achieve a score greater than or equal to 6.</p> <p><b>Timeline for Assessment:</b> At the proposal and defense stage of a dissertation.</p> <p><b>Other Assessment Type:</b></p> <p><b>Related Documents:</b>  <a href="#">Rubric_Oral.doc</a></p>	<p>4,4,4,12  3,4,4,11  3,3,4,10  3,3,4,10  3,4,4,11  4,4,4,12  3,3,3,9  4,4,3,11</p>	<p>The average score at the proposal stage for the two candidates was 10.75.</p> <p>Four dissertation defenses were evaluated during this assessment period. There were fourteen total reviewers. The following total and average scores for each rubric category are shown below in the following order of review category:</p> <p>Content,, Organization, Delivery,Total  2,3,3,8  2,4,4,10  2,2,2,6  4,4,3,11  3,3,3,9  4,4,4,12  3,3,3,9  4,4,4,12  3,4,4,11  3,4,4,11  3,4,3,10  4,4,3,11  3,4,4,11  4,4,4,12</p> <p>The average score at the defense stage for the four candidates was 10.21.  (08/28/2020)  <b>Number of Students Assessed:</b> 6  <b>Number of Successful Students:</b> 6  <b>How were students selected to participate in the assessment of this outcome?:</b> All PhD students will be</p>



<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
		<p>evaluated at the dissertation proposal stage and the dissertation defense stage.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> The results suggest that the Doctoral program has been successful in preparing students for the level of competency in written communication skills required at the professional level.</p> <p><b>Related Documents:</b> <a href="#">Rubric_Oral.doc</a></p>	