

**Student Learning Outcomes**  
**Ph.D. Degree, Economics**

**I. Learning Outcomes**

1. Ability to describe economic phenomena and generate predictions using mathematical models
2. Understanding of relevant economic theory
3. Communication skills by presenting their results to others and answering questions
4. Ownership of learning by reading newly available academic material and conducting economic research

**II. Alignment Matrix** – For each stated student learning outcome, where does the student have the opportunity to learn the outcome and where is student achievement of the outcome is assessed?

<b>SLO/Required Courses/experiences</b>	Econ 735, 940, 945	Econ 805, 905	Econ 830, 930	Field Courses	Preliminary Exams	Disserta- tion Proposal, Disserta- tion
<b>Degree program SLO's</b>						
Ability to describe economic phenomena and generate predictions using mathematical models						A
Understanding of relevant economic theory						A
Communication skills by presenting their results to others and answering questions						A
Ownership of learning by reading newly available academic material and conducting economic research						A
<b>University SLO's</b>						
Knowledge	X	X	X	X	X	A
Critical thinking	X	X	X	X	X	A
Communication skills				X	X	A
Diversity	X	X				A
Academic and professional integrity	X	X	X	X		A

Place an “X” for courses or experiences in which students have the opportunity to learn the outcome.

Place an “A” for courses or experiences in which student performance is used for program level assessment of the outcome.

### **III. Ph.D. Assessment, Summary**

For each dissertation proposal and each dissertation defense, all members of the committee complete a seven-question numerical survey. The department averages the scores of the committee members to each question, which allows the department to assess the ability of students to meet the SLO objectives of the Ph.D. program. Since assessment began, students have done well in all SLO areas. Mean scores have been high and the standard deviation of ratings relatively low. Scores of surveys administered at the time of the dissertation defense have been modestly higher, suggesting further gains associated with research for the dissertation, especially in terms of understanding recent advances in the field. By examining student performances, as measured by the surveys, the department has been able to assess student learning outcomes and is in a position to address deficiencies in our program, should they occur.