1) Statement of the learning goals.
Graduates from the Doctoral Program in Economics will demonstrate that they have achieved the program’s professional development goals and show commitment to the standards for conducting ethical research. These goals are measured by the following:

Program Learning Goal: students are expected to have demonstrated mastery of the discipline of economics in general, and their own specialization in particular, at a level that would permit them to find employment as professional economists in academia, business, and government.

To achieve this goal, The Economics program pursues two broad objectives. First, students must have the skills to become successful employees. Common between these employment targets is a need to make effective presentations, to conduct high-quality research, and to write well. Second, students must have the skills to make both successful entry and productive transitions in their employment market, key to continued growth on the career path.

2) A description of what data or other information you are drawing on to conduct your review.
   i. Skills to become successful employees: the program trains students in becoming applied economists with quantitative skills they can implement to analyze the data, answer policy questions, write up their analysis, communicate and disseminate their work. For this, the program introduced a required writing and research class (Econ 88000) and developed a new specialization, Applied Econometrics with two new econometrics courses: ECON 81500 Spatial Econometrics and ECON 82800 Panel Econometrics. To conduct the review of this goal, we examine (a) attendance and completion of these courses, and (b) seminar and conference participation by students.
   ii. Skills to make successful entry and productive transitions in their employment market: the program established the Professional Development seminar, with two components: academic market and nonacademic market. To conduct the review of this goal (a) we overview the content of these two components, (b) report job placements over the last year.

(i) Assessment of the skills to become successful employees:
   a. Attendance and completion of courses:

   Econometrics Sequence: 10 students took and completed the one of the field courses in Spring 2014 and currently 19 are enrolled in the Spring 2015 course. The number of students taking this as a specialization field will be known this summer.
Research Methods and Writing Course: this is a required course, with attendance 17 (Spring 2014) and 20 (Spring 2015). The course requirement is a presentation and completion of a paper that starts from scratch. Students are allowed to take incompletes to complete their paper, which is used as a basis for their dissertation.

b. Seminar and conference presentations by students

Seminars:
- Emily Johnson, Applied Economics seminar, Graduate Center, Spring 2014.
- Michael Malenbaum, Applied Economics seminar, Graduate Center, Fall 2014.
- Damir Cosic, Department of Economics, City College, Fall 2014.
- Damir Cosic, Department of Economics, City College, CUNY Fall 2014.
- Damir Cosic, Workshop on Inequality, INET, February 2015.
- Ben Zweig, Workshop on Inequality, INET, February 2015.
- Osman Dogan, Department of Economics, Queens College, CUNY October 2014.
- Suleyman Taspinar, Department of Economics, Queens College, CUNY February 2014.
- Gabriel Movsesyan, Brown Bag seminar, Graduate Center, Fall 2014.

Conferences:
- Osman Dogan, Poster board Session, New York Camp Econometrics, April 2014.
- Suleyman Taspinar, Poster board Session, New York Camp Econometrics, April 2014.

(ii) Assessment of the skills to make successful entry to the employment market:

a. Academic and nonacademic job market seminars

During 2014, we held the following academic job market information sessions:

- Job market meeting, May 16, 2014: introducing the cohort of 2014-2015 to the procedures of the job market in the economics field.
- Job market meeting, September 12, 2014: reinforcing the details of preparation for the job application process; reviewing the state of the job market
- Job market meeting, November 21, 2014: preparing for interviews
- Mock interviews, early December 2014: approximately four students made use of this opportunity
- Mock job talks, early December 2014: two students made use of this opportunity

During 2014, we held the following professional development sessions for nonacademic job market:
Job opportunities at the Office of the Comptroller of the Currency, May 16, 2014. Invited speaker:

Job opportunities at IBM, October 21, 2014. Invited speaker:

Job opportunities at ADP, November 10, 2014. Invited speaker:

b. Job placements
During 2014, graduating students obtained the following job positions

- Queens College, New York NY (Suleyman Taspinar)
- Piper Jaffray & Co., New York NY (Kyle Bauser)
- Barnard College, New York NY (Andrew Bossie)
- Government Administration, India (Pallavi Govil)
- Center for Financial Research, FDIC, Washington DC (Emily Johnston)
- Internal Revenue Service, New York NY (David Lempert)

Early in 2015, we have had the following placements:

- ADP, Roseland, NJ (Hyoun-Suk Shim)
- IBM, New York NY (Ben Zweig)
- Istanbul Ulasim A.S., Istanbul, Turkey (Osman Dogan)

3) Your findings. Is the assessment (and preparation for it) effective? Please include examples of the ways in which the assessment is and is not successful in accomplishing the goals that you have set for it.

- Students uniformly stated that the job market meetings were useful, even if they did not like to be challenged with the in-depth level of preparation that was being asked of them. The May 2014 meeting was the most relaxed as students did not yet feel the stress of the upcoming job market season; the September 2014 was the most tense because students realized that their preparatory work during the summer had been inadequate; and the November 2014 meeting gave a harried sense as students were still in the process of (and stressed out about) applying for jobs. The mock interviews were well received; the job talk practice runs were poorly attended but well received by those who participated. Altogether, the job market meetings were successful.

- Some students who participated in the job market meetings failed to find a position. This was due to several reasons, not mutually exclusive. Students with strong geographic preferences for New York City (because of family, spousal employment, culture, etc.) have a harder time locating a job. Likewise, students who are not quite finished with their dissertation research are difficult to place—but they aren’t really ready to be placed either.
The Professional Development seminars with IBM and ADP were particularly effective in preparing students for interviews with corporate employers. After the formal presentations, students had lots of questions that kept the speakers around for quite a while.

4) Proposed changes, if any, to the assessment, the learning goals for it, the curriculum/preparation leading up to it.

- Place a stronger emphasis on student presentations of job market papers. We typically try to make space available in the Applied Economics seminar, but since the schedule for this seminar is typically prepared one semester in advance when students don’t know yet whether they will be ready for the job market, they are often left off the schedule. Moreover, the setting never seems right either. A better solution may be a dedicated job market seminar sometime during the Fall semester.

5) The next steps that will be taken.

For academic job placements we plan to encourage advisors and faculty to be involved more directly at various stages (mock interviews, job placement) and invite them to participate more frequently. We are also developing a panel of “writing coaches” among emeriti professors who are still professionally active. These professors are willing to read and comment on student papers and help them improve their writing and oral communication skills.

We plan to build on the Professional Development seminars with follow-ups that involve recent placements in the corporate sectors. These graduates have gone through the job market grinder and were successful: they will have useful information to share with new cohorts of job market candidates.