

AB in Economics

(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>The learning outcomes for economics are outlined in our description of the major requirements: https://economics.dartmouth.edu/undergraduate/undergraduate-overview/major-information</p> <p>In a condensed form our objectives are as follows:</p> <ol style="list-style-type: none"> 1. Proficiency in the three core areas of Economics: Microeconomics, Macroeconomics, and Econometrics (3 courses). 2. The ability to read and understand current research in one of the subfields of economics (macro, development, industrial organization, finance, labor, public, international) (2 courses). 3. The ability to read and understand current research in one or more additional subfields in economics (3 courses). 4. The ability to formulate economic hypotheses 	<p>The economics major is organized around a capstone course in a particular subfield of economics where students read current economics papers and engage in original research of their own. This course brings together all of our learning objectives.</p> <ol style="list-style-type: none"> 1. Students demonstrate their ability to read current economics research through presentations of existing papers in their capstone course (outcome 4). 2. Students in the capstone courses are required to formulate an economic hypothesis and test that hypothesis using data (objectives 5 and 6). 3. Students communicate their original work through presentations and through writing a paper in the style of an economics journal article (objective 7). 	<p>While individual instructors of capstone courses have responsibility for evaluating the work in those classes, a subset of the work done in the capstone courses is evaluated by larger groups within the department to assess progress towards learning outcomes and to identify work that is worthy of being nominated for honors in the major. These best papers from the culminating experience are evaluated by this larger group based on how these papers demonstrate proficiency in multiple core areas of economics, demonstrate the ability to read, understand, and synthesize research within multiple subfields of economics, formulate economic hypotheses, test them, and communicate the results of these hypothesis testing through presentations including oral presentations, an undergraduate research conference, and poster sessions.</p>	<p>Since the last accreditation, we changed the major to improve student ability to read and understand current research in economics in a subfield. We have done this by requiring that all capstone courses have two field courses as prerequisites and dropped the requirement of depth in two fields. This change brings students into the capstone courses with a minimum of 5 major courses in common to facilitate a high level of discussion of current research.</p>	<p>May 2023</p>

<p>informed by previous work in the field.</p> <p>5. The ability to use data to test economic hypotheses</p> <p>6. The ability to communicate economic research in writing and through presentations.</p>				
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