

The AEA Summer Program:
Performance and Progression to Graduate Study among
Minority Students in Economics

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Abstract

The American Economic Association Summer Program (AEASP) has at least two potential effects on its participants. First, there could be direct learning effect, which results in improved performance in undergraduate economics courses. Second, participants could realize a higher propensity to apply to and complete doctoral programs in economics. In this paper, with administrative data on AEASP participants across several host institutions, we consider the determinants of AEASMP performance, and whether or not a recent curriculum innovation increases the likelihood of participants applying to doctoral programs in economics. Our results suggest that program participants on average do enhance their performance as measured by those that return for a second year of courses, and those exposed to the two-year curriculum are more likely to apply to doctoral programs in economics.