GRADUATE PROGRAM ASSESSMENT FORM

Student name: _____

Program: _____

Type of examination:

☐ Master Thesis Defense
☐ Master Project Defense
☐ Ph.D. Dissertation Defense
☐ Other: _____

Date of examination: _____

Committee members:

Chair: _____

Member: _____

Member: _____

Member: _____

Member: _____

Outcome 1: Learning – knowledge
Graduates demonstrate a mastery of a body of knowledge in the discipline

Measure: During the oral examination or presentation, faculty rate the breadth and depth of each student's demonstrated knowledge. The demonstrated knowledge in the breadth area can be from graduate coursework. ***Faculty are to ask questions related to breadth and depth***.

Unsatisfactory (1)	Satisfactory (2)	Very Strong (3)	Exemplary (4)	Score
Breadth: Student's knowledge of a range of topics is limited to observation and recall of information, knowledge of only major ideas.	Breadth: Student applies knowledge in a range of topics and can use information, methods, concepts, theories, and solve problems using required skills or knowledge.	Breadth: Student can analyze and synthesize knowledge in a range of topics and can see patterns and the organization of parts, recognize hidden meanings, identify components, generalize from given facts, relate knowledge from several areas, predict, and draw conclusions.	Breadth: Student shows a level of evaluation of a range of topics and can compare and discriminate between ideas, assess the value of theories and presentations, make choices based on reasoned argument, verify value of evidence, and recognize subjectivity.	
Depth: Student's knowledge is limited to observation and recall of information, knowledge of only major ideas.	Depth: Student applies knowledge and can use information, methods, concepts, theories in new situations, and solve problems using required skills or knowledge.	Depth: Student can analyze and synthesize knowledge and can see patterns and the organization of parts, recognize hidden meanings, identify components, use old ideas to create new ones, generalize from given facts, relate knowledge from several areas, predict, and draw conclusions	Depth: Student shows a level of evaluation of the subject matter and can compare and discriminate between ideas, assess the value of theories and presentations, make choices based on reasoned argument, verify value of evidence, and recognize subjectivity. Student's work fills knowledge gaps in the current literature.	

Outcome 2: Learning – methods
Graduates successfully use the basic methodologies of the discipline.

Measure: During the oral examination or presentation, faculty rate the student's use of research methods and/or tools and ability to work independently.

Unsatisfactory (1)	Satisfactory (2)	Very Strong (3)	Exemplary (4)	Score
Tools and Methods: Student did not seek, independently learn, or share knowledge on research methods and/or tools.	Tools and methods: Student used research methods and/or tools provided and taught by one or more committee members	Tools and methods: Student sought and learned, with help, research methods and/or tools.	Tools and methods: Student sought, independently learned, and shared knowledge on research methods and/or tools.	
Student Independence: Student needs more help from one or more committee members than should be required.	Student independence: The contribution from one or more committee members was substantial but appropriate for an M.S. student.	Student independence: Student's work was substantially independent.	Student independence: Student's knowledge and insight are unusual and led to independent and innovative contributions from the student rather than any committee member.	

Outcome 3: Learning – communication
Graduates communicate in a manner and level of proficiency that is standard for the discipline.

Measure: During the oral examination or presentation, faculty rate each student's demonstrated written, oral and visual communication skills.

Written	Unsatisfactory (1)	Satisfactory (2)	Very Strong (3)	Exemplary (4)	Score
Organization and format	Little evidence of a cohesive plan. Little or no description or detail. Ideas seem scrambled, jumbled, or disconnected.	Evidence of a cohesive plan. Some effort on description and detail. Ideas are developing, but not quite clear. Presents basic information but may have extraneous material.	Material organized in an appropriate manner, but may lack some clarity or consistency. Writing is understandable to a broad technical audience.	Material organized in a clear, appropriate and precise manner. Writing is engaging, easily understandable to a broad technical audience without sacrificing thoroughness.	
Content	Little evidence of appropriate content.	Material is appropriate, but may lack a clear connection to the purpose.	Material is clear, relevant, and accurate, but may be lacking conciseness.	Material content is clear, relevant, accurate, and concise.	
Writing conventions	Little or no evidence of correct writing. Poor conventions seriously limit the paper's readability.	Evidence of correct writing. Poor conventions limit the paper's readability, but not seriously	Minor errors are present, but they do not detract from the readability of the paper.	Writing convention and style enhance the readability of the paper.	
Research and interpretation of data and Information	Data or information incorrectly interpreted, with little or no evidence of analysis or conclusion.	Data or information is rationalized. Some analysis and conclusions may not be supported by research.	Data or information is logically interpreted. Analysis or conclusion adequately convey new knowledge.	Data or information is logically interpreted. Analysis and conclusions clearly convey new knowledge based on well-structured research.	
Appropriate vocabulary	Use of inappropriate and incorrect vocabulary.	Some inappropriate vocabulary present, or limited use of appropriate vocabulary.	Appropriate vocabulary is articulated within the subject matter.	Appropriate vocabulary and terms are articulated and enhance delivery.	
Total					

Outcome 3: Learning – communication (continued)

Oral/Visual	Unsatisfactory (1)	Satisfactory (2)	Very Strong (3)	Exemplary (4)	Score
Organization	Audience cannot understand presentation because of poor organization; introduction is undeveloped or irrelevant.	Audience has difficulty following presentation because of some abrupt jumps; some of the main points are unclear or not sufficient stressed;	Organization is satisfactory; introduction is clear; main points are well stated, even if some transitions are somewhat sudden.	Organization is superb; main points are well stated and argued, with each leading to the next point of the talk.	
Mechanics	Slides seem to have been cut and pasted together haphazardly at the last minute; numerous mistakes; speaker not always sure what is coming next.	Boring slides; no glaring mistakes but no real effort made into creating truly effective slides;	Generally good set of slides; conveys the main points well;	Very creative slides; carefully thought out to bring out the main points of the presentation; maintains audience interest throughout.	
Delivery	Student mumbles the words, audience members in the back can't hear anything; too many filler words; distracting gestures;	Student has low voice, occasionally inaudible; some distracting filler words and gestures; articulation mostly, but not always, clear.	Student has clear voice, generally effective delivery; minimal distracting gestures, etc., but somewhat monotone.	Student has a natural, confident delivery that does not just convey the message but enhances it; excellent use of volume, pace etc.	
Relating to audience	Student reads most of the presentation from the slides or notes with no eye contact with audience members; seems unaware of audience reactions.	Student makes occasional eye contact with audience but mostly reads the presentation; some awareness of at least a portion of the audience; only brief responses to audience questions.	Student is generally aware of the audience reactions; maintains good eye contact when speaking and when answering questions.	Student keeps the audience engaged throughout the presentation; modifies material on-the-fly based on audience questions and comments; keenly aware of audience reactions.	
Total					

Outcome 4 – student achievement and professionalism
Graduates function as professionals in the discipline.

Measure: The student's advisor answers the questions below, based on the student's achievement by the time of graduation.

Conferences

a. Number of presentations (oral and poster) made at on-campus events (including 3 Minute Thesis and department seminars): _____
b. Number of presentations (oral and poster) made at technical conferences: _____
c. Number of *submitted* papers to *non-peer-reviewed technical conferences*: _____
d. Number of *submitted* papers to *peer-reviewed technical conferences* (but not yet published): _____
e. Number of *published* papers in *peer-reviewed technical conferences*: _____

Journals

f. Number of *submitted* papers to *peer-reviewed journals*: _____
g. Number of *published* papers in *peer-reviewed journals*: _____

Advisor's assessment

h. Advisor's assessment of student's quality of work in technical conference or peer-reviewed journals, based on what is expected *at the student's degree level* (circle one):
    1. Unsatisfactory
    2. Satisfactory
    3. Very Strong
    4. Exemplary
i. Advisor's evaluation of ***breadth*** of knowledge (see Outcome 1) (circle one):
    1. Unsatisfactory
    2. Satisfactory
    3. Very Strong
    4. Exemplary
j. Advisor's written statement assessing the quality and professionalism of the student's publications or presentations (e.g., impact factor):