Graduate Assessment Strategies

Resources:

1. Sample assessment plans are online at http://inside.mines.edu/Assessment-Resources. The graduate level assessment plans from OSU may be particularly helpful: http://oregonstate.edu/admin/aa/apaa/assessment/graduate-assessment/graduate-assessment-plans

2. A list of best practices is online at http://inside.mines.edu/UserFiles/File/Assessment/checklist.doc.

3. Programs should review the institution-wide objectives and outcomes and consider developing additional objectives and outcomes that are specific to their program. A guide to developing measurable outcomes is online. Programs are not required to create additional outcomes or objectives. Note that the primary focus is on assessment of outcomes, with assessment of objectives being a lower priority.

Assessment Strategies:

1. The Office of Graduate Studies conducts an exit survey of graduating students. Faculty can request the survey results for their students and could use them as part of their assessment plan.

2. Most programs require at least one oral performance and/or a thesis defense. These can be assessed using the oral performance/thesis defense rubric that is online. Faculty are welcome to modify this form to best suit their needs.

3. Programs could adopt the Thesis Committee Reporting form developed by faculty and Associate Provost Tom Boyd.

4. An alumni survey of graduate students is being conducted in Fall 2014. Programs/faculty will be invited to request results for their program.

5. Most programs require qualifying exams; specific questions can serve as evidence of attainment of outcomes.

6. Faculty could track student success and involvement related to publications/citation rates, conference presentations, patents, and external funding.

7. Faculty could create rubrics for the assessment of existing course projects, papers, research, etc. A rubric library is online.

8. External assessors (from industry or academia) or industry/review boards could serve as reviewers.

9. Employers can provide feedback regarding long-term success.

10. Faculty can track professional licensure rates, if relevant.

11. Career Center surveys provide information regarding salaries, employment status, etc.