Graduate Student Learning Outcomes <mark>Assessment Plan</mark>

(Programs)
(Year)

I.   Introduction

Student outcome assessment is part of our commitment to continuous improvement of our graduate programs at Michigan Tech. Programs set Graduate Learning Objectives (GLOs) for their graduate degree programs. Programs annually assess Graduate Student Learning Outcomes against these objectives. This template document details the content and suggested structure of a Program's Graduate Assessment Plan.

Programs submit an annual 2-page Annual Assessment Report to the Graduate School (separate template) indicating graduate assessment results and proposed actions for improvement.

This document describes the Graduate Student Outcomes Assessment Program for the *(name graduate program(s); indicate masters(s), PhD(s), or other). For masters programs indicate which pathways to masters are included: thesis, report, professional (coursework-only).*

II.   PhD Program(s)

A. PhD Graduate Learning Objectives (GLOs)

Articulate here the learning objectives that your program has adopted for its PhD candidates. The number of objectives is not limited, but programs are encouraged to have no more than five objectives. These objectives must differentiate the expectations for PhD candidates compared to non-PhD (e.g. masters) candidates.

The PhD Graduate Learning Objectives of our program are:
1. Tbd
2. Tbd
3. Tbd
4. Tbd
5. Tbd

B. Assessment Points for Measuring PhD Graduate Student Learning Outcomes (GSLO)

Articulate here the assessment points your program has adopted to measure Graduate Student Learning Outcomes for its PhD candidates.

Assessment Points for Graduate Student Learning Outcomes (GLSO) (a measure of student attainment of Graduate Learning Objectives)	PhD Graduate Learning Objectives (GLO) addressed	Notes (form used for evaluation is described)
Tbd		
Tbd		
Tbd		
Tbd		

III.   MS Program(s)
A. MS Graduate Learning Objectives (GLOs)

Articulate here the learning objectives that your program has adopted for its MS candidates. The number of objectives is not limited, but programs are encouraged to have no more than five objectives. When there is more than one pathway to the masters (e.g. thesis, report, coursework-only) ==the learning objectives may be different, but they must be equivalent==. For example, a thesis or report masters would typically have a research objective while a coursework-only masters would not, but the coursework-only masters would instead include an objective of, for example, additional depth in a particular subject.

1. Research Path to the MS (thesis, report).

When the path to the MS includes a thesis, the MS Graduate Learning Objectives of our program are:

1. Tbd
2. Tbd
3. Tbd
4. Tbd
5. Tbd

2. Professional (Coursework-only) Path to the MS.

When the path to the MS includes coursework only, the MS Graduate Learning Objectives of our program are:
1. Tbd
2. Tbd
3. Tbd
4. Tbd
5. Tbd

A. Assessment Points for Measuring MS Graduate Student Learning Outcomes (GLSO)

Articulate here the assessment points your program has adopted to measure Graduate Student Learning Outcomes for its MS candidates.

Assessment Points for Graduate Student Learning Outcomes (GLSO) (a measure of student attainment of Graduate Learning Objectives)	MS Graduate Learning Objectives (GLO) addressed	Notes (form used for evaluation is described)
Tbd		
Tbd		
Tbd		
Tbd		

IV.   Rubrics and Evaluation Forms (PhD and MS)

*Rubrics and Evaluation Forms are used to collect results from a variety of assessment points. There are typically four levels assigned to the student performance, for example: Deficient, Marginal, Satisfactory, Excellent. Individual evaluation forms are designed for each assessment point, depending on which Graduate Learning Outcomes (GLO) they address. A common rubric for each degree (PhD, masters) may be used (makes the system simpler). **Masters and PhD rubrics should not be the same, however. In addition, research masters (thesis and report) and professional masters (coursework-only) may need different rubrics.***

V.   Data Compilation Plan

Departmental faculty are to compile and review annually the graduate student learning outcomes data, compare graduate student learning outcomes from prior years to the current year, and compare student learning outcomes against the intended Graduate Learning Objectives. Indicate here how your program plans to meet this requirement.

Departments are directed to retain annual Data Compilations for all the years between external review cycles. Access to these may be requested by reviewers during external program review visits.