

Oct. 26, 09

Purdue University Graduate Student Learning Outcomes Assessment Workgroup
Example Template

Step 1: Identification of and Activities for Achieving Student Learning Outcomes

1. **Outcomes:** What are the student learning outcomes and their sources for this program?

Ph.D. programs

Outcomes:

Graduate Students of the Purdue University PhD programs will be able to demonstrate the ability to:

- 1. Knowledge and scholarship:
identify and conduct original research, scholarship or creative endeavors**
- 2. Communication:
effectively communicate their field of study**
- 3. Critical thinking:
think critically, creatively and solve problems in their field of study**
- 4. Ethical and responsible research:
conduct research in an ethical and responsible manner**

Source(s) of Outcomes:

These core outcomes (1 to 4) were abstracted from the criteria used to review and approve PhD degree programs and/or from existing policies for students.

Shared Responsibility:

Graduate Education Advancement meetings
To be discussed at Faculty meetings and retreats
To be presented to The Graduate Council for review and action in the fall of 2007.

2. **Activities:** In what activities are students involved to help achieve these learning outcomes?

Activities (in bold):

- Taking graduate courses, seminars, research methods courses, workshops**
- Preparing for Qualifying/Comprehensive exams**
- Preparing for preliminary examination**

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- **Discussing research with advisor/advisory committee**
- **Taking supervised PhD research credits**
- **Preparing for dissertation defense**
- **Interacting with peers in their field from other institutions (Professional Development activities)**
- **Presenting in class**
- **Presenting in Colloquia**
- **Presenting at regional, national, or international meetings**
- **Presenting to the general public**
- **Writing manuscripts – types of journals**
- **Writing monographs**
- **Writing books or book chapters**
- **Working on exhibits for exhibitions (local, regional, national or international)**
- **Working on portfolios**
- **Writing and defending dissertation**
- **Developing a curricula**
- **Taking graduate courses, seminars, research methods courses**
- **Preparing for preliminary examination**
- **Preparing for proposal defense**
- **Meeting with advisor/advisory committee to discuss research**
- **Critically evaluating existing literature pertinent to the field of study/research**
- **Preparing for dissertation defense**
- **Attending a Graduate School RCR workshop**
- **Completing of 'on-line RCR training module'**
- **Taking an RCR course**
- **Taking a research ethics course**
- **Attending Department RCR orientation session**
- **Attending Research Ethics workshops etc., at Professional meetings**
- **Discussing 'research' in group meetings**
- **Discussing 'research ethics' with advisor/advisory committee**

Shared Responsibility:

Faculty retreats
Graduate Coordinators
Faculty Advisors
Committee members
Graduate students

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Step 2: Assessment of Student Learning Outcomes

2. **Evidence:** What assessment evidence is collected to determine students' achievement of the learning outcomes? (Show multiple measures and frequency of measures.)

Examples of Evidence - Direct and Indirect (in bold):

Direct Evidence:

1.

- Taking Graduate courses, seminars, research methods courses, - **Exams, term papers, homework, etc**
- Preparing for preliminary examination - **Record of performance in Preliminary exam? Use of rubric?**
- Recording Research Progress - **Record, evaluation? Graduate student Annual progress report?**
- Taking supervised PhD credits - **PhD Progress Report – rubric?**
- Defending Dissertation Defense – **Record? Dissertation Defense Elements Rubric?**
- Professional Development – **Membership in Professional Organization, Leadership roles, Interactions with peers from other Institutions**

Indirect Evidence

- **Graduate student or Alumni survey or Employer survey**

Direct Evidence

2.

- Presenting in class – **Rubrics to grade presentation**
- Presenting at regional, national, or international meetings – **record of numbers and quality if you can (Student awards for presentation – poster or oral)**
- Writing manuscripts – **types of journals**
- Writing monographs - **record**
- Writing books or book chapters – **publication record**
- Working on exhibits for exhibitions (local, regional, national or international) - **record**
- Working on portfolios – **Evaluation rubric**

3.

- Taking Graduate courses, seminars, research methods courses - **Exams, term papers, homework, etc**
- Preparing for preliminary examination – **Record of performance? Preliminary Examination Performance rubric?**
- Preparation for proposal defense – **Proposal Defense Performance rubric**
- Research meetings – **PhD Progress Report – Progression report**

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rubric

- Preparing for dissertation defense – **Dissertation defense rubric**

4.

- Attending a Graduate School RCR workshop – **Record of attendance**
- Completing an on-line RCR training module – **Number of students completing and obtaining 'certificates of completion'**
- Taking an RCR course - **record**
- Taking a research ethics course – **record –class attendance**
- Attending department RCR orientation - **record – where/when/how many attended**
- Discussing 'research' in group meetings – **PhD Progress Report -rubric**
- Discussing 'research' with advisor/advisory committee – **PhD Progress Report - record**

Shared Responsibility:

Faculty
Faculty retreats
Graduate School
Graduate Students

3. **Findings:** Based on your assessment evidence, to what extent have students achieved the learning outcomes?

Findings:

Step 3: Ongoing Program Improvement Efforts Based on Assessment Findings

4. **Reviews:** What processes do you use to review student learning outcomes assessment findings to help improve this program?

Review process(es):

Shared Responsibility:

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5. **Changes:** What did or will you change (if anything), particularly in terms of the student learning activities, as a result of the assessment reviews to help students better achieve an acceptable or higher level of the learning outcomes?

Changes:

Shared Responsibility:

6. **Impacts:** If any changes were made, what impacts did they have, particularly in terms of the student learning outcomes?

Impact of Changes: