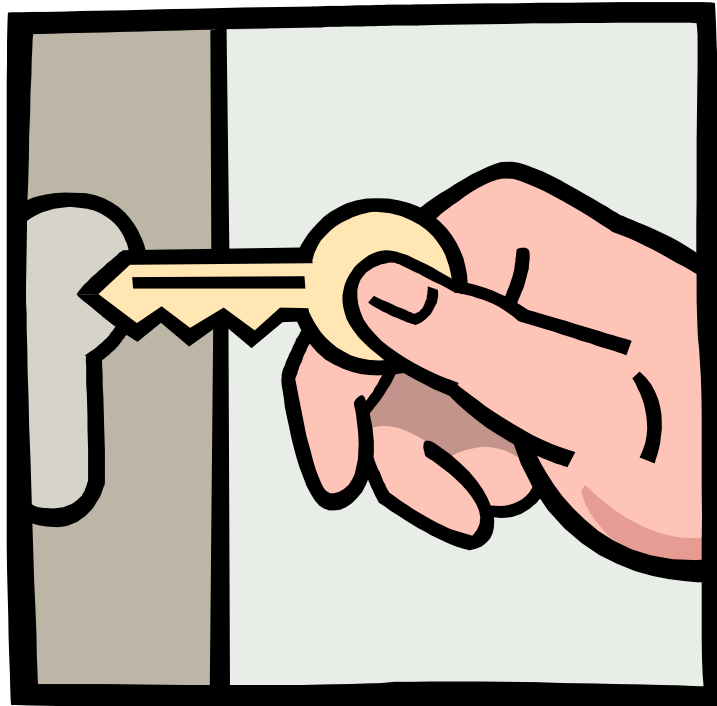


Assessing Graduate Programs Workshop Appendices



2011 AALHE Conference

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Exercise #1: Departmental Climate Assessment

Directions: Turn to participants at your table. Spend three minutes writing down your ideas in response to the following questions:

1. What information about what your students are learning would you like to know?
2. How might you get that information, and from whom?
3. How would you share the information within the department, and how would you use it to implement any changes deemed necessary?

Exercise #2: Case Study

Initial Assessment Effort of the Doctoral Program in Physics at Midwest Research University (MRU)

Your task:

Physics faculty at MRU have just completed the first round of assessment studies for the doctoral program. They are now at the point of looking at the data to figure out what they have, what it means, what they should do about it, and how they might want to rethink their assessment process to improve it. They need help from you, their colleagues and peers.

You will form into small groups and address the following basic questions:

1. How would you use the data you have to assess the program objectives and learning outcomes stated below?
 2. Do you see sufficient linkage of assessment information to objectives and learning outcomes?
 3. Considering their instructional purpose, operational objectives, and student learning outcomes, what changes to the assessment methods do you recommend?
 4. How would you describe the plan that this department used to guide the graduate assessment activities?
-

Program Purpose:

The primary aim of the doctoral program in Physics at MRU is to train innovative and productive scientists with a thorough knowledge of basic physics and the ability to effectively approach original research problems in academia and industry.

Program Description:

Students take a common core curriculum the first year in the principles of physics. A comprehensive exam is usually attempted just prior to beginning the second year of study. Students participate in a monthly seminar meeting, held jointly with the Department of Physics of nearby Big Private University (BPU). Faculty from both MRU and BPU critique the performance of doctoral students who present in those seminars using a form developed for this purpose. For degree completion, the performance of original research under the direction of one of the faculty members in the school is expected. A dissertation proposal must be written and presented. Then a final dissertation must be written and defended in public. It is generally expected that the work will be publishable and that publications appear either before graduation or soon after. Doctoral students are monitored annually by their advisor and two other members of the dissertation committee.

Departmental Objectives:

1. Increase the number and quality of applicants to the doctoral program.
2. Retain students to graduation and graduate students within eight years of entering the program.
3. Place doctoral recipients in program related positions within one year of graduation.

Learning Outcomes for Students:

While doctoral programs by their nature are highly individualized, the graduate faculty in Physics at MRU derived a set of student learning outcomes for all graduates of the doctoral program. These are listed below.

1. Graduates will demonstrate competency in the basic principles of physics, including the areas of classical mechanics, electromagnetism, quantum mechanics, statistical physics, relativistic physics, and field theory.
2. Graduates will demonstrate advanced oral, written, and mathematical communication skills and the ability to present scientific and technical information to both scientific and lay audiences.
3. Graduates will demonstrate advanced, in-depth knowledge in an area of specialization.
4. Graduates will demonstrate the ability to conduct independent and innovative research in their major field.
5. Graduates will exhibit competency in teaching.

Assessment Data Sources:

Institutional Profile Data

- Admissions data
- GRE scores
- Continuation and graduation rates

Departmental Data, link to faculty expectations

- Qualifying exam results
- Seminar oral presentation ratings

University Assessment Data, link to faculty expectations

- Graduate Alumni survey results of graduate degree recipients from 2000-2010

Doctoral Program in Physics: Admissions

Fall	Applied	Admitted	Enrolled
2002	22	10 (45%)	7 (70%)
2003	24	11 (46%)	8 (73%)
2004	24	12 (50%)	8 (67%)
2005	22	11 (50%)	8 (73%)
2006	27	13 (48%)	9 (69%)
2007	29	14 (48%)	10 (71%)
2008	32	16 (50%)	12 (75%)
2009	24	18 (75%)	10 (56%)

Doctoral Program in Physics: Average GRE Scores (Enrolled Students)

Fall	Verbal	Quantitative	Analytical
2002	610	660	650
2003	615	670	645
2004	600	690	650
2005	583	684	665
2006	575	680	660
2007	562	685	648
2008	550	690	650
2009	530	690	650

Doctoral Program in Physics: Qualifying Examination Pass Rates 2003-2008 (the examination is taken after the first year)

Year Entered	Classical Mechanics		Electro-Magnetics		Quantum Mechanics		Statistical Physics		Relativistic Physics		Field Theory	
	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail
2004	100%		100%		100%		100%		100%		100%	
2005	100%		100%		100%		100%		100%		100%	
2006	100%		100%		87.5%	12.5%	87.5%	12.5%	87.5%	12.5%	87.5%	12.5%
2007	100%		100%		87.5%	12.5%	87.5%	12.5%	87.5%	12.5%	87.5%	12.5%
2008	89%	11%	100%		78%	22%	78%	22%	78%	22%	78%	22%
2009	80%	20%	100%		80%	20%	80%	20%	80%	20%	80%	20%

Doctoral Program in Physics: Continuation/Graduation Rate

(Note: Table includes all those students either still enrolled for credit or graduated at the beginning of each fall semester of study indicated)

Fall	Students		2 nd Fall	3 rd Fall	4 th Fall	5 th Fall	6 th Fall	7 th Fall	8 th Fall	9 th Fall
1999	6	Ret	6 (100%)	6 (100%)	6 (100%)	5 (83%)	4 (67%)	3 (50%)	1 (17%)	
		Grad					1 (17%)	2 (33%)	4 (67%)	5 (83%)
		Total	6 (100%)	6 (100%)	6 (100%)	5 (83%)	5 (83%)	5 (83%)	5 (83%)	5 (83%)
2000	7	Ret	7 (100%)	7 (100%)	7 (100%)	7 (100%)	4 (57%)	3 (43%)	1 (14%)	1 (14%)
		Grad					1 (14%)	3 (43%)	5 (71%)	5 (71%)
		Total	7 (100%)	7 (100%)	7 (100%)	7 (100%)	5 (71%)	6 (86%)	6 (86%)	6 (86%)
2001	6	Ret	6 (100%)	6 (100%)	5 (83%)	5 (83%)	5 (83%)	4 (67%)	2 (33%)	1 (17%)
		Grad						1 (17%)	3 (50%)	4 (67%)
		Total	6 (100%)	6 (100%)	5 (83%)	5 (83%)	5 (83%)	5 (83%)	5 (83%)	5 (83%)
2002	8	Ret	8 (100%)	7 (88%)	7 (88%)	7 (88%)	6 (75%)	4 (50%)	2 (25%)	1 (13%)
		Grad						2 (25%)	4 (50%)	5 (63%)
		Total	8 (100%)	7 (88%)	7 (88%)	7 (88%)	6 (75%)	6 (75%)	6 (75%)	6 (75%)
2003	7	Ret	7 (100%)	6 (86%)	6 (86%)	5 (71%)	5 (71%)	4 (57%)	3 (43%)	
		Grad						1 (14%)	2 (29%)	
		Total	7 (100%)	6 (86%)	6 (86%)	5 (71%)	5 (71%)	5 (71%)	5 (71%)	5 (71%)
2004	8	Ret	8 (100%)	8 (100%)	7 (88%)	6 (75%)	6 (75%)	6 (75%)		
2005	8	Ret	7 (88%)	7 (88%)	6 (75%)	6 (75%)	6 (75%)			
2006	8	Ret	8 (100%)	7 (88%)	7 (88%)	6 (75%)				
2007	9	Ret	8 (89%)	8 (89%)	7 (78%)					
2008	10	Ret	8 (80%)	8 (80%)						
2009	12	Ret	10 (83%)							

2009-10 Summary of Doctoral Student Seminar Oral Presentation Ratings

Area Rated	Low (1)	Moderately Low (2)	Moderately High (3)	High (4)
Oral communication	25%	30%	30%	15%
Subject matter expertise	5%	20%	20%	55%
Mathematical communication	25%	35%	25%	15%
Originality of research	20%	40%	30%	10%
Presentation overall	20%	40%	30%	10%

2008-09 Summary of Doctoral Student Seminar Oral Presentation Ratings

Area Rated	Low (1)	Moderately Low (2)	Moderately High (3)	High (4)
Oral communication	15%	30%	35%	20%
Subject matter expertise	5%	20%	25%	60%
Mathematical communication	25%	35%	25%	15%
Originality of research	10%	30%	40%	20%
Presentation overall	10%	30%	40%	20%

MRU Graduate Alumni Survey Results for Physics Doctoral Program Graduates, 2000-2010

Survey response scale: 5 = excellent, 1 = poor	Physics Ph.D. Program		MRU College of Sciences Ph.D. Response Overall	
Rate your preparation through your program of study based on your ability to:	N	Mean Rating	N	Mean Rating
Communicate orally in prepared presentations, at meetings, and informally	45	2.62*	570	3.79
Communicate in writing	45	2.45*	570	3.71
Use graphics to communicate in written works or during oral presentations	45	2.56*	570	3.62
Exercise lifelong learning skills	45	3.82	570	3.76
Understand the national and international dimensions of professional practice	43	3.90	564	3.89
Value ethical dimensions in professional practice	44	3.91	567	3.93
Teach graduate and undergraduate students	41	2.32*	564	3.90
Survey Response Scale: 5 = agree; 4 = tend to agree; 3 = neither agree nor disagree; 2 = tend to disagree; 1 = disagree	Physics Ph.D. Program		MRU College of Sciences Ph.D. Response Overall	
Rate your agreement or disagreement with the following statements: My Advisor....	N	Mean Rating	N	Mean Rating
Was available to me when I needed help with my research	45	3.65	570	3.91
Was available to me when I needed to talk about my program and my progress in the program	45	3.62	570	3.92
Treated my ideas with respect	45	3.61	570	3.82
Gave me regular and constructive feedback on my research	44	3.63	562	3.76
Taught me the details of good research practice	44	3.98	564	3.87
Provided me with information about ongoing research relevant to my work	45	3.87	570	3.83
Taught me survival skills for this field	43	3.19	561	3.29
Helped me secure funding for my graduate studies	43	4.04	567	3.82
Helped me develop professional relationships with others in the field	43	3.38	563	3.45
Assisted me in writing presentations or publications	44	2.48*	559	3.92
Taught me to write grant and contract proposals	44	2.54*	567	3.83
Advocated for me with others when necessary	44	2.81*	570	3.91
Cared about me as a whole person, not only as a scholar	45	2.67*	570	3.71
* = significantly different from College of Sciences mean at p < .001				

MRU Graduate Alumni Survey Results for Physics Doctoral Program Graduates, 2000-2010 (continued)

Survey Response Scale: 5 = agree; 4 = tend to agree; 3 = neither agree nor disagree; 2 = tend to disagree; 1 = disagree Rate your agreement or disagreement with the following statements about your academic program:	Physics Ph.D. Program		MRU College of Sciences Ph.D. Response Overall	
	N	Mean Rating	N	Mean Rating
Faculty in my department work together to achieve program goals	42	2.54*	570	3.76
I felt part of a graduate university community of scholars	44	2.98*	568	3.98
Faculty and graduate students treat each other with respect in this program	43	3.05*	568	4.01
The intellectual caliber of my fellow students was high	45	4.34	570	4.22
My program of study was challenging and stimulating	45	3.65	562	3.82
The courses I took were well-taught	45	2.96*	570	3.87
I received adequate mentoring on my teaching skills in this program	45	2.32*	558	3.76
My graduate school experiences were relevant to my career goals and directions	45	3.25*	556	3.87
My graduate program provided very good preparation for my career	45	3.32*	570	3.82
My department was very helpful in my search for professional employment	45	2.55*	570	3.15
* = significantly different from College of Sciences mean at $p < .001$				

Matrix for Assessing the Outcomes of Graduate and Professional Education
(Adapted from Baird, 1996)

General Category of Faculty Expectations and Observations	Type of Information and Linkage Points to Use				
	Information obtained prior to matriculation	Basic facts from institutional records	Information on processes	Information on outcomes at completion	Information on long-range outcomes
Degree completion	Academic preparation; Motivation; Personality; Learning style; Student goals; Previous mentoring relationships	Percentage of total group graduating; by gender, race, age; Years to degree	Views of current students from surveys, student advisory groups; views of faculty on factors in degree completion	Exit surveys or interviews	Alumni surveys or interviews
Knowledge	Writing samples; Interviews; Presentations; GRE and subject matter exams; Professional school entrance exams	Success on licensure exams; Pass rates on qualifying exams; External examination by reviewers	Views of current students from surveys, student advisory groups;	Summarized information from evaluation forms of external evaluators/ Non-departmental readers; rewriting of standard evaluation forms; exit surveys and interviews; panel of experts reads most recent dissertations	Alumni surveys or interviews
Preparation for professional practice	Participation in (student chapters of) professional societies; Completion of a report; Student critique of a report or research paper	Evaluations from supervisors of internships, graduate co-ops, and practica; Evaluations of student success in their training roles	Current student surveys; student advisory groups; panels of working professionals	Exit surveys and interviews; External evaluation of students	Alumni surveys or interviews; Feedback from employers
Preparation for research and inquiry	Prospective research study plan	Assessment of student research skills as part of regular assistantship evaluation; Number and quality of students' publications	Behavioral samples of literature reviews, research designs, etc.	Exit surveys and interviews; External evaluation of students	Alumni surveys or interviews; Feedback from employers; Publication records of graduates
Preparation for teaching	Presentations; Communication skills; Motivation; Personality; Learning style; Student goals	Student evaluations of instruction; Comparison of student performance on common exams with experienced faculty	Classroom observation; Portfolios; Peer critiques	Teaching awards and recognition; Exit surveys and interviews	Alumni surveys or interviews

Common Program Requirements: General Competencies

Approved by the ACGME Board February 13, 2007

ACGME Competencies

The program must integrate the following ACGME competencies into the curriculum:

• Patient Care

- Residents must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Residents are expected to:

[as further specified by the RC]

• Medical Knowledge

- Residents must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care. Residents are expected to:

[as further specified by the RC]

• Practice-based Learning and Improvement

Residents must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning. Residents are expected to develop skills and habits to be able to meet the following goals:

- identify strengths, deficiencies, and limits in one's knowledge and expertise;
- set learning and improvement goals;
- identify and perform appropriate learning activities;
- systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement;
- incorporate formative evaluation feedback into daily practice;
- locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems;
- use information technology to optimize learning; and,
- participate in the education of patients, families, students, residents and other health professionals.

[as further specified by the RC]

• **Interpersonal and Communication Skills**

Residents must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Residents are expected to:

- communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;
- communicate effectively with physicians, other health professionals, and health related agencies;
- work effectively as a member or leader of a health care team or other professional group;
- act in a consultative role to other physicians and health professionals; and,
- maintain comprehensive, timely, and legible medical records, if applicable.

[as further specified by the RC]

• **Professionalism**

Residents must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Residents are expected to demonstrate:

- compassion, integrity, and respect for others;
- responsiveness to patient needs that supersedes self-interest;
- respect for patient privacy and autonomy;
- accountability to patients, society and the profession; and,
- sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.

[as further specified by the RC]

• **Systems-based Practice**

Residents must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Residents are expected to:

- work effectively in various health care delivery settings and systems relevant to their clinical specialty;
- coordinate patient care within the health care system relevant to their clinical specialty;
- incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;
- advocate for quality patient care and optimal patient care systems;

- work in interprofessional teams to enhance patient safety and improve patient care quality;
and
- participate in identifying system errors and implementing potential systems solutions.

[as further specified by the RC]

ACGME Competencies: Suggested Best Methods for Evaluation

		Evaluation Methods												
Competency	Required Skill	Record Review	Chart Stim. Recall	Check-list	Global Rating	SP	OSCE	Simulations & Models	360° Global Rating	Portfolios	Exam MCQ	Exam Oral	Procedure or Case Logs	Patient Survey
Patient Care	Caring and respectful behaviors			3		1			2					1
	Interviewing			1		2	1		3					
	Informed decision-making		1	2			2					2		
	Develop & carry out pt. Management plans	2	1	2	3			2	3					
	Counsel & educate pt's. & families			3		1	1		2					1
	Performance of procedures a) Routine physical exam			2		1	1							
	b) Medical procedures			1	3			1	2				3	
	Preventive health services	1				2	1			3			2	
	Work within a team			3	3				1					

Ratings are 1 = the most desirable; 2 = the next best method; and, 3 = a potentially applicable method.

Toolbox of Assessment Methods© Accreditation Council for Graduate Medical Education (ACGME) and American Board of Medical Specialties (ABMS). Version 1.1.

ACGME Competencies: Suggested Best Methods for Evaluation

		Evaluation Methods												
Competency	Required Skill	Record Review	Chart Stim. Recall	Check-list	Global Rating	SP	OSCE	Simulations & Models	360 Global Rating	Portfolios	Exam MCQ	Exam Oral	Procedure or Case Logs	Patient Survey
Medical Knowledge	Investigatory & analytic thinking		1					2	3			1		
	Knowledge & application of basic sciences							2	3		1	1		
Practice-Based Learning & Improvement	Analyze own practice for needed improvements	2	2			2	2	3	3	1				2
	Use of evidence from scientific studies	1	1			3	2			1	1	1		
	Application of research and statistical methods		2	3	3					1	3			
	Use of information technology					2	2		1	1			2	
	Facilitate learning of others			2	3				1	3				
Interpersonal & Communication Skills	Creation of therapeutic relationship with patients			3		1	1		2					1
	Listening skills			3		1	1		2					1

Ratings are 1 = the most desirable; 2 = the next best method; and, 3 = a potentially applicable method.

Toolbox of Assessment Methods© Accreditation Council for Graduate Medical Education (ACGME) and American Board of Medical Specialties (ABMS). Version 1.1.

ACGME Competencies: Suggested Best Methods for Evaluation

		Evaluation Methods												
Competency	Required Skill	Record Review	Chart Stim. Recall	Check-list	Global Rating	SP	OSCE	Simulations & Models	360 ^o Global Rating	Portfolios	Exam MCQ	Exam Oral	Procedure or Case Logs	Patient Survey
Professionalism	Respectful, altruistic			3			1		2					1
	Ethically sound practice		2					2	1	3				2
	Sensitive to cultural, age, gender, disability issues		2	2			1		1	3		2		2
Systems-Based Practice	Understand interaction of their practices with the larger system						2		1	3				
	Knowledge of practice and delivery systems		2				3			2	1			
	Practice cost-effective care	3		1					2					
	Advocate for patients within the health care system			3			2		1	2				1

Ratings are 1 = the most desirable; 2 = the next best method; and, 3 = a potentially applicable method.

Toolbox of Assessment Methods© Accreditation Council for Graduate Medical Education (ACGME) and American Board of Medical Specialties (ABMS). Version 1.1.

Exercise #3b: Defining Learning Outcomes for Graduate Student Communication

- Write down ideas on **learning experiences or points within the program** where graduate students might be expected to demonstrate their competence in those dimensions of communication your group deems important (i.e., when and where would they demonstrate their learning?).
- Next, write down ideas on the **level(s) of proficiency** your group would expect students to demonstrate by graduation (i.e., what should the standards be?).
- Next, write down ideas about what your group would recommend using as **assessment measures or indicators of performance** that students had in fact achieved appropriate levels of proficiency in the dimensions of communication your group deems important. *Hint:* Think about how your group would assess graduate student communication in ways that (a) would permit valid and reliable comparison to other student performances over time, and (b) would yield fine-grained enough information to be able to use to make adjustments to the program.
- After that, write down your ideas on how assessment results might feasibly be shared around your department and institution, and through what mechanisms **action** might be taken that would lead to any needed adjustments in how student preparation relative to communication skills should be handled.

Appropriate learning experiences or points in program where student competence is demonstrated:

Level(s) of proficiency expected:

Appropriate assessment measures or indicators of performance:

What action might be taken on results to provide any needed adjustments:



XYZ University School of Physics -- Comprehensive Exam Assessment Check Sheet

Date: _____

Candidate Code: _____

Purpose: This checksheet is part of the School of Physics' efforts to assess student competence in our Ph.D. program and provide feedback to the program that we can use to document our assessment efforts.

Instructions: For each portion of the comprehensive exam you are reading, please give your overall evaluation of the candidate's competence as expressed in the written answers on the examination. Please offer any comments that will be helpful to understand where the strengths and needs for improvements are in terms of the knowledge base demonstrated. Please return your completed form to the Coordinator of Graduate Studies.

Area Examined	High Competence	Acceptable Competence	Low Competence	Comments
	3	2	1	
Classical Mechanics				
Electricity and Magnetism				
Quantum Mechanics				
Statistical Mechanics				
Thermodynamics				



College of Computing

XYZ University College of Computing – Ph.D. Thesis Proposal Rating Sheet

Date: _____

Candidate Code: _____


Purpose: This rating sheet is part of the College of Computing efforts to assess student competence in our Ph.D. program and to provide feedback for the program that we can use as part of our assessment efforts. This sheet is intended to be a **separate rating** from the overall mark you assign to the thesis proposal as a reader.

Instructions: For the particular thesis proposal you are reading, please give your overall evaluation of the candidate's *ability to perform state-of-the-art research* as expressed in the written thesis proposal. Please offer any comments that will be helpful to understand where the strengths and needs for improvements are in terms of the knowledge base demonstrated. Please return your completed form to the Coordinator of Graduate Studies.

Area	High Competence	Acceptable Competence	Low Competence	N/A; Cannot Evaluate	Comments
	3	2	1		
Profound Knowledge of Literature Base in Area of Specialization					
Ability to Articulate Research Goals and Hypotheses					
Competence in Research Design					
Competence in Methods of Data Collection					
Competence in Data Analysis					

YOUR NAME _____ & TEAM # _____

Please rate all members of your TEAM, including yourself on the following questions (Maximum points = 11 for each). After you have completed assigning points for individuals on your team, the points will be used to get a weighting factor for your team grades. For example: If your team earns 75 points for your team project, and your team assigns you an average of 85% on this team evaluation, you would receive a 64 for your project grade.

MEMBER NAMES 				
1. Attended all team meetings and contributed to the activities				
2. Met deadlines by the team.				
3. Quality of Ideas in the team activities				
4. Quality of work in the team activities throughout the semester.				
5. Quantity of work in the team activities throughout the semester.				
6. Helped keep the team organized, cohesive, and progressing toward completion of the goals.				
7. Showed concern for the feelings of other team members				
8. Demonstrated a positive attitude toward the team.				
9. Listened to the ideas of other team members				
10. Encouraged other team members to contribute to discussions.				
TOTAL				

Totals should average 100 for the team; any grades above or below 100 must be justified with comments on the back of this form.

How satisfied are you with your group's performance? Very satisfied Satisfied Slightly dissatisfied Very dissatisfied other

Who is the leader of your group? _____

Is there anyone on your team that you feel is either doing an exceptional job or is holding your group back, i.e. you could not have done it without them, you would never want to serve on a team with them again, or...? If so, use the back of this form to detail whom it is and what is the situation.

Note: This form must be submitted by Final Exam.

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Note: For more information on team and peer assessment, see references at http://www.foundationcoalition.org/publications/brochures/2002peer_assessment.pdf

Student Presentation Evaluation Form

(Source: Adapted from Whiteman, 2003)

PLEASE FILL OUT THIS FORM

***for all School of Mechanical Engineering Student Presentations,
and place in the box in front of the room.***

***Host(s)/Facilitator(s) are asked to pass these forms out at the
beginning of each presentation.***

As part of our accreditation visits by the Accreditation Board for Engineering and Technology (ABET)(undergrad only) and the Southern Association of Colleges and Schools (SACS)(both grad and undergrad), we routinely need to show how we assess/evaluate communications skills of our graduates.

This ***Communication Assessment*** form is designed to be filled out as an assessment/evaluation tool of the communication skills of our School of Mechanical Engineering graduate and undergraduate students by our School faculty and students. ***THIS FORM SHOULD BE COMPLETED FOR ALL SCHOOL STUDENT PRESENTATIONS.***

The Office of Student Services will periodically collect these forms. As you will note, names are optional on the form, but if names of presenter(s) are included we will make copies and provide them to the respective presenter(s) as constructive feedback. We will keep these forms in assessment files in our office to support our accreditation visits.

***THE SCHOOL OF MECHANICAL ENGINEERING NEEDS YOU TO
COMPLETE THIS FORM TO HELP US WITH FUTURE ACCREDITATION
VISITS.***

Thank you for your support.

**FOR USE IN MECHANICAL ENGINEERING STUDENT PRESENTATIONS
ONLY**

Name of Presenter(s) (Optional): _____ † Undergrad † Grad

Presentation Topic/Title: _____ Date: _____

Introduction / Scholarly Content	1(low)	2	3	4	5 (high)
1) The project was adequately motivated.					
2) The project background was adequately described.					
3) Pertinent literature was adequately presented.					
4) The project objective was adequately stated.					
5) The presentation's organization and project's methodology were adequately described.					
Results & Analysis / Technical Content	1(low)	2	3	4	5 (high)
6) Task methods and analysis were sound					
7) The pertinence of each task was announced.					
Slide preparation and presentation	1(low)	2	3	4	5 (high)
8) Plots, drawings, equations, tables and photos were adequately displayed.					
9) Plots, drawings, equations, tables and photos were adequately described by the speaker.					
10) Text slides were appropriately briefed.					
11) The speaker added value to text slides (as opposed to merely reading them).					
Presentation Skills	1(low)	2	3	4	5 (high)
12) Voice, volume, mannerisms, and attire of the speaker were acceptable.					
13) Speaker responded appropriately to audience questions and requests.					

Comments:

Georgia Tech Graduate Exit Survey



To help us improve our programs and services, please answer the following questions with respect to your graduate education at Georgia Tech. Some questions have multiple parts, so you may want to read all the parts before responding. Any and all information you provide will be held in strict professional confidence, used only for program evaluation, and will only be reported in a format where your individual responses cannot be identified.

Please either use a pencil or a black or blue ballpoint pen.

Your Name(optional): _____

GT ID Number (optional)

01	02	03	04	05	06	07	08
09	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64
65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88
89	90	91	92	93	94	95	96
97	98	99	00	01	02	03	04

Expected semester of graduation: Fall Spring Summer Year _____

School: _____

Section I: General Questions

In the items below, please rate the following skills, abilities and attributes generally expected of a graduate degree holder from Georgia Tech. First, rate how important each is to you personally. Secondly, rate each item relative to how well your education at Georgia Tech prepared you.

	Extremely important	Very important	Important	Somewhat important	Not important	Very well prepared	Well prepared	Prepared	Somewhat prepared	Not prepared
The ability to apply knowledge of:										
Core subjects in your discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your chosen concentration area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your minor subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to:										
Communicate orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Function on multi disciplinary teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Function in culturally and ethnically diverse environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Function independently on self-directed projects or research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct research resulting in fundamental innovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze and interpret data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design a system, component, or process to meet specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use computing technology in communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use computing technology for applications in your discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesize and integrate knowledge across disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically analyze information or arguments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in continuous learning beyond the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach effectively in your discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An understanding of:										
Contemporary issues within your discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional and ethical responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional activities on an international scale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional activities in relation to societal or cultural issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use this space to briefly explain any of your responses, especially if you feel your preparation was less than adequate in any area:

In the next series of items, please indicate your satisfaction with each of the following aspects of your experience at Georgia Tech using the following scale:

Quality of instruction provided by faculty in your program
Equity of treatment, relative to other students, by:

	No Opinion	Extremely Satisfied	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
Academic administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty within your degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty outside your degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff within your degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff outside your degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fellow students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	No Opinion	Extremely Satisfied	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
Quality of your research experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of faculty advising in your program with respect to:						
Academic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of fellow graduate students in your program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section II: Facilities and Services

Directions: Please rate your satisfaction with the following facilities and services at Georgia Tech by filling in the bubble that most closely corresponds to your opinion. If you did not use a particular facility or service, please indicate that by filling in the bubble marked "Did Not Use."

	Did Not Use	Extremely Satisfied	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
Physical quality of the following facilities:						
Computing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching laboratories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research laboratories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate student office space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residence halls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of service from the following units						
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All Campus Card Office (Buzz card)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bursar's Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Transportation (Stinger service)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-operative Division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate Studies Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Information Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Payroll Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registrar's Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Athletic Complex (SAC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Government Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section III: Global Questions

How would you rate your overall preparation at Georgia Tech:

	Very well prepared	Well prepared	Prepared	Somewhat prepared	Not prepared
Obtain employment after graduation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compete professionally in your discipline?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribute to society as a person?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you recommend Georgia Tech graduate programs to a friend or relative? Yes No Not sure

Please list up to three major strengths of your graduate education or other experience at Georgia Tech.	Please list up to three areas for improvement in your graduate program or other aspects of Georgia Tech.

Degree: PhD MS _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Structural Engineering and Mechanics GeoSystems Engineering Transportation Systems
 Environmental Fluid Mechanics and Water Resources Environmental Engineering Construction Management

MS option: Thesis SRP Coursework

Mode: On campus Video Both

Focus area: Air quality Water quality Surface/ subsurface systems Other: _____

Undergraduate degree: _____ Discipline: _____ Institution: _____

Knowledge & Skills

To what extent do you think your Environmental Engineering education contributed to your gaining of the following knowledge and skills?

	Greatly	Moderately	Slightly	Not At All	Don't Know
Ability to manipulate quantitative data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to interpret quantitative data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply techniques of quantitative modeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply laboratory techniques in problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply theory and methods to "real world" problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to function independently as an engineer/ scientist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to present effectively at professional meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to engage in effective discussions at professional meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core Knowledge Areas

To what extent do you think your EnvE education contributed to your development of knowledge in the following core areas?

	Greatly	Moderately	Slightly	Not At All	Don't Know
Environmental systems & process modeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental science fundamentals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative methods; statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Issues

To what extent do you think your EnvE education contributed to your knowledge on the following professional issues?

	Greatly	Moderately	Slightly	Not At All	Don't Know
Understanding of ethical issues in EnvE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of legal issues in EnvE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of EnvE on society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of professional societies and associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of methods and outlets for publication of your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advising and Interaction

To what extent do the following statements describe your experience in the EnvE program? Indicate your agreement or disagreement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I was satisfied with the advising I received about course requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was satisfied with the advising I received on career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was satisfied with the availability of faculty for my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I depended mostly on my advisor for academic advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I depended mostly on other faculty for academic advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I depended mostly on peers for academic advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty was concerned with my satisfactory progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were adequate opportunities for interaction with the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The research mentoring I received was adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Curriculum

To what extent do you think that the EnvE curriculum was effective in the following areas? Indicate your agreement or disagreement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The graduate program was a reasonable balance of coursework and research experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The core courses prepared me for more advanced courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course work was essential to my career preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was an adequate number of courses available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The courses were sufficiently challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My research experience was adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching

To what extent do you think that teaching in the EnvE curriculum was effective? Indicate your agreement or disagreement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The faculty in Environmental Engineering was concerned about student learning and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructors were effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The most effective teacher in Environmental Engineering was: _____

This teacher was effective because: _____

General Questions

The following is a series of general program information questions

Why did you choose Georgia Tech? _____

What is your research area? _____

Why did you choose this area? _____

Did you change research area? If so, when and why? _____

Did you change programs? If so, when and why? _____

The most useful course(s) was (were): _____

The least useful course(s) was (were): _____

My most enjoyable course was: _____

My least enjoyable course was: _____

What are the 3 greatest strengths of the EnvE program?	What are the 3 biggest needs for improvement of the EnvE program?

Please provide any other comments regarding your EnvE education at Georgia Tech:

Thank you for taking the time to fill out this exit survey

Rubric Example: MA in Historic Preservation

MA Outcome #3

Students earning a Master of Arts in Historic Preservation at the Savannah College of Art and Design will be able to organize primary and secondary sources into a clear architectural and social history of a cultural resource, and will be able to theorize on the influence of this history on the current or proposed use of the property.

Tool: Final project in HIPR 734 Preservation Rehabilitation.

Benchmarks	70%	Excellent
	20%	Good
	10%	Adequate
	0%	Poor

Rubric

MA Outcome #3			
Excellent	Good	Adequate	Poor
<input type="checkbox"/> Student has mastered research skills to organize sources into a clear architectural history of a cultural resource.	<input type="checkbox"/> Student has developed research skills to compete a clear architectural history of a cultural resource.	<input type="checkbox"/> Student employs enough research skills to assemble resources related to the architectural history of a cultural resource.	<input type="checkbox"/> Student cannot identify or locate sources to document the architectural history of a cultural resource.
<input type="checkbox"/> Student has mastered research skills to organize sources into a clear social history of a cultural resource.	<input type="checkbox"/> Student has developed research skills to compete a clear social history of a cultural resource.	<input type="checkbox"/> Student employs enough research skills to assemble resources related to the social history of a cultural resource.	<input type="checkbox"/> Student cannot identify or locate sources to document the social history of a cultural resource.
<input type="checkbox"/> The student's project shows extensive research and relies heavily on primary sources.	<input type="checkbox"/> The student's project shows significant research, using mostly primary sources.	<input type="checkbox"/> The student's research lacks information and relies primarily on secondary sources.	<input type="checkbox"/> The student uses minimal sources for research, relying almost entirely on secondary sources.
<input type="checkbox"/> The student is able to theorize on the influence of architectural and social history on the current or proposed use of a property.	<input type="checkbox"/> The student is able to interpret ways in which architectural and social history influence the current or proposed use of a property.	<input type="checkbox"/> The student recognizes the influence of architectural and social history on the current or proposed use of a property.	<input type="checkbox"/> The student is unable to identify the influence of architectural and social history on the current or proposed use of a property.
<input type="checkbox"/> In discussions and oral presentations, the student always communicates ideas clearly without explanation.	<input type="checkbox"/> In discussions and oral presentations, the student communicates ideas clearly most of the time, occasionally requiring some explanation.	<input type="checkbox"/> In discussions and oral presentations, the student communicates ideas only after explanation.	<input type="checkbox"/> In discussions and oral presentations, the student cannot communicate ideas effectively with explanation.
<input type="checkbox"/> When writing, the student always communicates ideas clearly without explanation.	<input type="checkbox"/> When writing, the student communicates ideas clearly most of the time, occasionally requiring some explanation.	<input type="checkbox"/> When writing, the student communicates ideas only after explanation.	<input type="checkbox"/> When writing, the student cannot communicate ideas effectively with explanation.
<input type="checkbox"/> Using visual media, the student always communicates ideas clearly without explanation.	<input type="checkbox"/> Using visual media, the student communicates ideas clearly most of the time, occasionally requiring explanation.	<input type="checkbox"/> Using visual media, the student communicates ideas only after explanation.	<input type="checkbox"/> Using visual media, the student cannot communicate ideas effectively with explanation.

University of Alabama College/School Department/Unit Assessment

The Law School Law  PRINT

Degrees

J.D.

Programs

Law

Unit Expected Outcomes	Unit Result of Assessment	Unit Improvements Based on Assessment
Outcome 1		
<p>1. The graduate will be able to demonstrate a competency in areas usually handled by a general practitioner.</p>	<p>1a. Bar passage rates of graduates taking the bar exam for the first times are often used to evaluate a law school and how well its students have learned general principles of law. Certainly, this is an imperfect measurement of whether students are acquiring the skills the school seeks to instill. In using bar passage rates of an individual school, the rates should be compared to the overall state rate. The chart below compares the Law School's bar passage rate with the overall rate for the State of Alabama. The Law School's bar passage rate (comparing the difference in the school's rate and the state overall rate) is one of the highest in the country. Eighty to eighty-five percent of the Alabama graduates sit for the Alabama bar exam immediately after graduation.</p> <p>1996 - 91%, with a state overall rate of 74% 1997 - 92%, with a state overall rate of 76% 1998 - 96%, with a state overall rate of 78% 1999 - 83%, with a state overall rate of 71% 2000 - 90%, with a state overall rate of 74% 2001 - 88%, with a state overall rate of 69% 2002 - 86%, with a state overall rate of 70% 2003 - 95%, with a state overall rate of 70%</p> <p>For the last few years, Mississippi has been the jurisdiction where the second largest number of Alabama graduates sit for the bar exam immediately after graduation. For the last two years, 100% of the Alabama graduates sitting for the bar exam in Mississippi have passed it. Ten to fifteen Alabama graduates take the Mississippi bar exam each year.</p> <p>1b. Employment rates often are used to evaluate a law school and how well-trained its graduates are. The Law School has consistently had a higher than average employment rate nine months after graduation. However, the Law School strives to better its employment rate at graduation. Listed below are the employment rates at graduation and 9 months after graduation:</p> <p>Class of 1996 - 98% (9 months after graduation) Class of 1997 - 98% (9 months after graduation) Class of 1998 - 70.2% (at graduation) -- 99% (9 months after graduation) Class of 1999 - 71.7% (at graduation) -- 98% (9 months after graduation) Class of 2000 - 73.8% (at graduation) -- 99% (9 months after graduation) Class of 2001 - 73.3% (at graduation) -- 98% (9 months after graduation)</p>	<p>1. To improve bar passage, the Law School has placed greater emphasis on advising and has looked for ways to have more bar passage review sessions with students before they graduate. The faculty and the administration continue to look for ways to help students prepare for the bar exam.</p>

	Class of 2002 - 79% (at graduation) -- 99% (9 months after graduation) Class of 2003 -- 79% (at graduation) - 98% (9 months after graduation)	
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Outcome 2

2. Graduates will have an opportunity to participate in a clinical law course for meaningful interaction with clients and have the opportunity to provide meaningful assistance to them under the supervision of a skilled clinical faculty member.	2. The Dean and the Director of the Law School Clinics have worked together to give students more opportunities to participate in a live-client clinic. The numbers below reflect the number of positions available to students each academic year in live-client clinics. 1998-99 - 51 positions, with all of them filled 1999-00 - 72 positions, with 64 of them filled 2000-01 - 83 positions, with 69 of them filled 2001-02 - 100 positions, with 83 of them filled 2002-03 - 81 positions, with 79 of them filled 2003-04 - 84 positions, with 72 of them filled.	2. The Director of the Law School Clinical Program continuously seeks feedback from students and faculty on ways to improve clinical programming.
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Outcome 3

3. Graduates will be able to write grammatically and clearly and effectively use legal research and have oral competencies demonstrating proper and effective use of language, being able to speak grammatically and clearly.	3a. All Legal Writing students, at the beginning of the fall semester, receive a list of the criteria used in grading their assignments. (See Legal Writing Grading Criteria at http://www.SACS.ua.edu/colleges/law/legwritcr.htm .) Attached are examples of how the standards are applied on a memorandum of law prepared in the first semester (http://www.SACS.ua.edu/colleges/law/) and an appellate brief in the second semester (http://www.SACS.ua.edu/colleges/law/). 3b. To assure that the Law School's Legal Writing Program is effective, all Legal Writing Lecturers are evaluated at the end of the fall Legal Writing class with an instrument especially prepared for writing classes. (See Law Writing Student Evaluations at http://www.sacs.ua.edu/colleges/law/legwritstud.pdf). All Legal Writing Lecturers are evaluated at the end of the first-year Spring Moot Court Program with an instrument especially prepared for the first-year appellate advocacy program. (See Moot Court Student Evaluation at http://www.SACS.ua.edu/colleges/law/mootcourt.pdf) Legal Writing Lecturers are evaluated each semester according to the Standards for Legal Writing	3. The learning of effective legal writing increases if the teacher has identified the standards of good legal writing, conveyed those standards in advance to the students and evaluated the writing on the basis of these standards. The Legal Writing faculty has designed a set of standards they use in evaluating student work. (See Legal Writing Student Evaluation at http://www.SACS.ua.edu/colleges/law/legwritstud.pdf .)
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	<p>Lecturers. (See http://www.SACS.ua.edu/colleges/law/prostand.htm). 3c. Students are required to take at least one seminar before graduation from the Law School. One of the goals of the seminar is to give students a substantial writing experience while in law school. Seminars are limited to no more than 12 students, and students are required to submit a paper which is reviewed at least one time for revisions by the professor. The goals of the seminar are defined by faculty policy. (See http://www.SACS.ua.edu/colleges/) See the attached seminar papers where professors have made comments for student consideration on the final seminar paper. (See http://www.SACS.ua.edu/colleges/law/seminarpaper.pdf).</p>	
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Outcome 4

<p>4. Graduates will be trained in innovative electronic courtroom systems.</p>	<p>4. In the academic years 2002-03 and 2003-04, all trial advocacy classes included at least 3 hours in the use of technology in the practice of law and in the courtroom. In Trial Advocacy I (the classes dealing with pre-trial matters), students learned about technology in discovery and file maintenance. In Trial Advocacy II (the classes dealing with trial matters) the students learned about the use of technology is presenting evidence at trial.</p>	<p>4. To enhance students' experiences with technology in the courtroom, the Director of the Trial Advocacy Program and the Dean, work to have lawyers come into the Trial Advocacy classes each semester to spend at least one of the fourteen class sessions on the use of technology in the courtroom. The Dean's Office continues to encourage the use of technology in the classroom.</p>
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Outcome 5

<p>5. Graduates will be able to identify the legal issues involved in a client's problem and then use problem-solving competencies to diagnose the problem and select and implement strategy.</p>	<p>5. The Alabama State Bar revised its bar examination, beginning the test administered in July 2004. Part of the exam is now a 3 1/2 portion called the Multistate Performance Exam. For this portion of the state bar examination, examinees are asked to look at a mock case file and prepare particular documents. In this exercise students are asked to identify legal issues and how those issues are covered in complaints, answers, depositions, and interrogatories. The Law School has asked for its students' scores on this exam. While the Law School has not yet received these scores, 95% of the Alabama graduates taking the new exam passed.</p>	
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