

Statistics Graduate Program Assessment

This form is an essential tool in our University-mandated effort to assess graduate training in the Statistics program. These data will not be used in any way to evaluate individual students, but will be aggregated to assess our programs' success in fostering the five learning objectives listed below. Identifying data will be considered confidential and may be seen only by the Program Coordinator and Program Chair.

Assessments must be completed by students and faculty as follows:

Written qualifying exams	Student, Members of Qualifying Exam Grading Committee
Classroom presentation	Student, Course Instructor, Advisor (if present), Graduate Committee Members (if present)
Committee Meeting	Student, Graduate Committee Members
Annual review	Student, Advisor, Advisory Committee Members
Written comprehensive	Student, Graduate Committee Members
Oral comprehensive exam	Student, Graduate Committee Members
Scholarly presentation	Student, Advisor (if present), Graduate Committee Members (if present)
Final Oral	Student, Graduate Committee Members

VERY IMPORTANT: The same benchmarks should be used for beginning and advanced students. Low scores for beginning students will simply be interpreted as a reflection of their understanding at the beginning of their program. Similarly, high marks for advanced students would indicate success in achieving our learning objectives and outcomes.

Send completed forms in Campus Mail to: **Kristina Souders, GIDP-STAT, Math 520, PO Box 210089, CAMPUS**. If necessary, assessments may be sent electronically to ksouders@email.arizona.edu

Student ID _____ Meeting Date: _____

Degree: M.S. Ph.D.

Year of study: First Second Third Fourth Five and above

Type of assessment: Written qualifying exam Classroom presentation

Committee meeting Annual review Written comprehensive exam

Oral comprehensive exam Scholarly presentation Final oral

Is this assessment exceptional in any way? If so, please explain:

Assessor: Student (self-assessment) Faculty

The learning outcomes are to be assessed on a five point scale, in which 1 is “well below average,” 2 is “below average,” 3 is “average,” 4 is “good” and 5 is “excellent” based on the expectations for students graduating from the program. *Note that not all learning objectives will be measured at each assessment event.* Again, both faculty and students should remember that these criteria do not take into account where students are in a program. Thus, a very promising first year student could be “below average” in skills

that they would expect to learn as their graduate studies progress. Not assessed (n/a) should be used when the assessor's knowledge of the student does not allow for assessment of that particular outcome.

Please use the following table to determine which learning outcomes must be graded for each assessment activity.

Assessment Outcomes	1	2	3	4	5
Qualifying Exam	*	*		*	
Classroom Presentation				*	
Committee Meeting			*	*	*
Annual Review			*	*	
Written Comprehensive Exam	*	*	*	*	*
Oral Comprehensive Exam	*	*	*	*	*
Scholarly Presentation			*	*	*
Final Defense			*	*	*

1. Student demonstrates understanding of the key concepts in the theory of probability and statistics and can communicate that understanding through a well-constructed theoretical argument. **(Qualifying Exam, Written Comprehensive, Oral Comprehensive)**

n/a 1 2 3 4 5

2. Student demonstrates understanding of the key concepts in the statistical methodology and can communicate that understanding through effective experimental design and sophisticated use of statistical and computational tools. **(Qualifying Exam, Written Comprehensive, Oral Comprehensive)**

n/a 1 2 3 4 5

3. Student develops creative and innovative research ideas and approaches that can further the body of statistical knowledge and contribute to significant advances in the intended field of application. **(Committee Meeting, Annual Review, Written Comp, Oral Comp, Scholarly Presentation, Final Defense)**

n/a 1 2 3 4 5

4. Student clearly communicates statistical ideas, both written and oral, and adapts the presentation to be suitable for the intended audience. **(Use for All Assessments)**

n/a 1 2 3 4 5

5. Student can describe statistics research and the impact of this research in the context of a broad discussion of the application of statistics in the given field of application. **(Committee Meeting, Written Comp, Oral Comp, Scholarly Presentation, Final Defense)**

n/a 1 2 3 4 5