ZOOLOGY GRADUATE ASSESSMENT FORM

Student Name: _____ Student ID: _____

Degree: ☐ PhD ☐ MS Plan A ☐ MS Plan B

Assessment:

☐ preliminary (***submit with*** Form II advance to candidacy for PhD and MS Plan A)

☐ final (***submit with*** Form III dissertation evaluation for PhD, Form III thesis evaluation for MS Plan A, or degree completion Form II for MS Plan B)

Botany Graduate Student Learning Outcomes: Student will:

1. demonstrate advanced knowledge in a specialized area of the biological sciences and general knowledge of related areas, as defined by the student's committee;
2. • PhD track: conduct original and independent scientific research, including critical analysis, synthesis and use of information and data that contributes to one's field of study; or
   • MS A (thesis) track: conduct scientific research, including critical analysis, synthesis and use of information and data specific to one's field of study; or
   • MS B (non-thesis) track: critically analyze, synthesize and interpret information specific to one's field of study;
3. proficiently communicate and disseminate scientific information in oral and in written form;
4. conduct research responsibly and ethically; and
5. engage professionally and collegially with the larger scientific community and with society.

OVERALL JUDGMENT (based on average of rubrics checked on following pages):

☐ DOES NOT MEET ☐ MEETS ☐ EXCEEDS Botany Graduate Student Learning Outcomes.

Signatures: (*If the Overall Judgment does not meet expectations, then please attach a remediation plan*.):

Graduate Committee Chair: PRINT:_____ SIGN:_____ DATE:_____

Committee Member 1: PRINT:_____ SIGN:_____ DATE:_____

Committee Member 2: PRINT:_____ SIGN:_____ DATE:_____

Committee Member 3: PRINT:_____ SIGN:_____ DATE:_____

Committee Member 4: PRINT:_____ SIGN:_____ DATE:_____

Committee Member 5: PRINT:_____ SIGN:_____ DATE:_____

University Representative (PhD only): PRINT:_____ SIGN:_____ DATE:_____

Approval: Botany Graduate Chair: PRINT:_____ SIGN:_____ DATE:_____

Graduate Assessment Rubrics: *Please check the most appropriate box across each row of choices*:

Criterion	DOES NOT MEET Expectations	MEETS Expectations	EXCEEDS Expectations
1a: Demonstrates **advanced knowledge** in a specialized area of the biological sciences.	specialized research-focused knowledge of: ☐ scientific literature is poor ☐ scientific concepts is poor	specialized research-focused knowledge of: ☐ scientific literature is adequate ☐ scientific concepts is adequate	specialized research-focused knowledge of: ☐ scientific literature is excellent ☐ scientific concepts is excellent
1b: Demonstrates **general knowledge** of areas related to the biological sciences, as defined by the student's committee.	general broad-based knowledge of: ☐ scientific literature is poor ☐ scientific concepts is poor	general broad-based knowledge of: ☐ scientific literature is adequate ☐ scientific concepts is adequate	general broad-based knowledge of: ☐ scientific literature is excellent ☐ scientific concepts is excellent
2 (**PhD only**): Conducts original and independent scientific **research**, including critical analysis, synthesis and use of information and data that contributes to one's field of study.	☐ research unoriginal ☐ hypotheses unclear ☐ methods flawed ☐ data analysis poor ☐ results unconvincing ☐ discussion & synthesis poor	☐ research original ☐ hypotheses clear ☐ methods adequate ☐ data analysis adequate ☐ results convincing ☐ discussion & synthesis clear	☐ research highly creative ☐ hypotheses well-defined ☐ methods excellent ☐ data analysis excellent ☐ results outstanding ☐ discussion & synthesis outstanding
2 (**MS Plan A thesis only**): Conducts scientific **research**, including critical analysis, synthesis and use of information and data specific to one's field of study.	☐ research unoriginal ☐ hypotheses unclear ☐ methods flawed ☐ data analysis poor ☐ results unconvincing ☐ discussion & synthesis poor	☐ research original ☐ hypotheses clear ☐ methods adequate ☐ data analysis adequate ☐ results convincing ☐ discussion & synthesis clear	☐ research highly creative ☐ hypotheses well-defined ☐ methods excellent ☐ data analysis excellent ☐ results outstanding ☐ discussion & synthesis outstanding
2 (**MS Plan B non-thesis only**): Critically analyzes, synthesizes and interprets **information** specific to one's field of study.	☐ project unoriginal ☐ objectives unclear ☐ outcomes unconvincing ☐ discussion & synthesis poor	☐ project original ☐ objectives clear ☐ outcomes convincing ☐ discussion & synthesis clear	☐ project highly creative ☐ objectives well-defined ☐ outcomes outstanding ☐ discussion & synthesis outstanding
3a: Proficiently **communicates** and disseminates scientific information in **oral** form.	☐ poor logic ☐ disorganized ☐ unclear ☐ rambling	☐ sufficient logic ☐ sufficiently organized ☐ sufficiently clear ☐ sufficiently focused	☐ exemplary logic ☐ very organized ☐ very clear ☐ concise

3b: Proficiently **communicates** and disseminates scientific information in **written** form.	☐ illogical presentation ☐ disorganized ☐ poor English ☐ many errors	☐ logical presentation ☐ sufficiently organized ☐ adequately written ☐ some errors	☐ exemplary presentation ☐ very organized ☐ publication quality ☐ no errors
4. **Conducts research responsibly and ethically** (e.g., obtains and follows appropriate ethical training and permits, including IACUC, DAR SAPs, etc.)	☐ did not meet accepted ethical standards ☐ did not obtain required permits & approvals ☐ did not follow permit & approval requirements	☐ met accepted ethical standards ☐ obtained required permits & approvals ☐ followed permit & approval requirements	
5a. **Engages** professionally and collegially with the larger **scientific community** (e.g., talks and posters at scientific conferences).	☐ no evidence of outreach *within* the scientific community	☐ one to several outreach activities *within* the scientific community	☐ extensive outreach activities *within* the scientific community
5b. **Engages** professionally and collegially with **society** (e.g., presentations to or activities with the public).	☐ no evidence of public outreach *outside* the scientific community	☐ one to several public outreach activities *outside* the scientific community	☐ extensive public outreach activities *outside* the scientific community