

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)

Zoology 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 Zoology 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: Zoology 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: <input type="checkbox"/> scientific literature is poor <input type="checkbox"/> scientific concepts is poor	specialized research-focused knowledge of: <input type="checkbox"/> scientific literature is adequate <input type="checkbox"/> scientific concepts is adequate	specialized research-focused knowledge of: <input type="checkbox"/> scientific literature is excellent <input type="checkbox"/> 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: <input type="checkbox"/> scientific literature is poor <input type="checkbox"/> scientific concepts is poor	general broad-based knowledge of: <input type="checkbox"/> scientific literature is adequate <input type="checkbox"/> scientific concepts is adequate	general broad-based knowledge of: <input type="checkbox"/> scientific literature is excellent <input type="checkbox"/> 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.	<input type="checkbox"/> research unoriginal <input type="checkbox"/> hypotheses unclear <input type="checkbox"/> methods flawed <input type="checkbox"/> data analysis poor <input type="checkbox"/> results unconvincing <input type="checkbox"/> discussion & synthesis poor	<input type="checkbox"/> research original <input type="checkbox"/> hypotheses clear <input type="checkbox"/> methods adequate <input type="checkbox"/> data analysis adequate <input type="checkbox"/> results convincing <input type="checkbox"/> discussion & synthesis clear	<input type="checkbox"/> research highly creative <input type="checkbox"/> hypotheses well-defined <input type="checkbox"/> methods excellent <input type="checkbox"/> data analysis excellent <input type="checkbox"/> results outstanding <input type="checkbox"/> 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.	<input type="checkbox"/> research unoriginal <input type="checkbox"/> hypotheses unclear <input type="checkbox"/> methods flawed <input type="checkbox"/> data analysis poor <input type="checkbox"/> results unconvincing <input type="checkbox"/> discussion & synthesis poor	<input type="checkbox"/> research original <input type="checkbox"/> hypotheses clear <input type="checkbox"/> methods adequate <input type="checkbox"/> data analysis adequate <input type="checkbox"/> results convincing <input type="checkbox"/> discussion & synthesis clear	<input type="checkbox"/> research highly creative <input type="checkbox"/> hypotheses well-defined <input type="checkbox"/> methods excellent <input type="checkbox"/> data analysis excellent <input type="checkbox"/> results outstanding <input type="checkbox"/> discussion & synthesis outstanding
2 (MS Plan B non-thesis only): Critically analyzes, synthesizes and interprets information specific to one's field of study.	<input type="checkbox"/> project unoriginal <input type="checkbox"/> objectives unclear <input type="checkbox"/> outcomes unconvincing <input type="checkbox"/> discussion & synthesis poor	<input type="checkbox"/> project original <input type="checkbox"/> objectives clear <input type="checkbox"/> outcomes convincing <input type="checkbox"/> discussion & synthesis clear	<input type="checkbox"/> project highly creative <input type="checkbox"/> objectives well-defined <input type="checkbox"/> outcomes outstanding <input type="checkbox"/> discussion & synthesis outstanding
3a: Proficiently communicates and disseminates scientific information in oral form.	<input type="checkbox"/> poor logic <input type="checkbox"/> disorganized <input type="checkbox"/> unclear <input type="checkbox"/> rambling	<input type="checkbox"/> sufficient logic <input type="checkbox"/> sufficiently organized <input type="checkbox"/> sufficiently clear <input type="checkbox"/> sufficiently focused	<input type="checkbox"/> exemplary logic <input type="checkbox"/> very organized <input type="checkbox"/> very clear <input type="checkbox"/> concise

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