

EIS Graduate Program Assessment

This form is an essential tool in our University mandated effort to assess graduate training in the EIS 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 six learning objectives listed below. Identifying data will be considered confidential and may be seen only by the Program Coordinator and Program Chair.

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 or drop by completed forms to: EIS Program Coordinator, Marley 641G, PO Box 210036, CAMPUS

Student ID _____ Meeting Date: _____

Degree: M.S. Ph.D.

Year of study: First Second Third Fourth Five and above

Type of assessment:

Committee meeting Annual progress report Oral comp exam Final defense

Note that not all learning objectives will be measured at each assessment event.

Assessor: Student (self-assessment) Student advisor

Graduate Committee member EIS Advisory Committee member

Several of 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.

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.

Learning outcome 1 (Committee meetings, Oral comp. exam, Final defense)

The student demonstrates understanding of key concepts in insect biology as well as those underlying his/her general subject area (e.g. physiology, molecular biology, genomics, ecology, systematics, evolution or behavior).

(Circle a number below)

1 2 3 4 5 n/a

Learning outcome 2 (Committee meeting, Oral comp. exam, Final defense)

The student exhibits critical thinking skills to evaluate the scientific literature essential for his/her research area and articulates how his/her research fits into and/or advances the discipline.

1 2 3 4 5 n/a

Learning outcome 3 (Committee meeting, Oral comp. exam, Final defense)

The student develops creative and innovative research ideas and approaches.

1 2 3 4 5 n/a

Learning objective 4 (Committee meeting, Oral comp. exam, Final defense)

The student uses multiple research approaches to collect scientific data related to his/her research area, and can interpret, analyze and critique his/her data.

1 2 3 4 5 n/a

Learning objective 5 (Committee meeting, Oral comp. exam, Final defense)

The student communicates his/her research (importance, approaches taken, summary and interpretation of results) effectively through oral presentation.

1 2 3 4 5 n/a

Learning objective 6 (Committee meeting, Annual progress report, Oral comp. exam, Final defense)

The student can describe his/her research and express the potential impact of his/her work on society in lay terms.

1 2 3 4 5 n/a

