

Learning Assessment Worksheet

1. Please describe your program's specific learning goals (list as many as appropriate; use 1-2 sentences to describe each):

Proficient in current experimental, computational, and theoretical aspects of the field: proficiency gained through coursework, research rotations, seminars, program retreat, student presentations, and thesis research.

Adept at reading primary literature in a critical manner: proficiency gained through course entitled Scientific Presentation and Critique, journal clubs associated with the three core courses, research rotations, and thesis research.

Able to identify significant questions and conduct original research: proficiency gained through course entitled Faculty Research Lunches, seminars, program retreat, research rotations, and thesis research.

Proficient in presenting scientific data in a public forum: proficiency gained through Scientific Presentation and Critique, journal clubs associated with core courses, program retreat, du Vigneaud symposium.

Proficient at scientific writing: abilities gained Faculty Research Lunches course and ACE preparation.

2. Does your program have a process in place to assess whether the students meet the defined learning goals? If so, please describe this learning assessment process, including who is involved, frequency of the assessment, and how the information is used:

Annual State of the Program Assessment: Program Directors present to the Program Faculty and Chairperson a review of student progress towards achieving learning goals. Faculty then evaluate progress and discuss any needed improvements.

Curriculum Committee Annual meeting: Program Directors and members of the Curriculum Committee implement strategy for carrying forward changes suggested during the Program Assessment. Sub-committees are charged as needed with implementing specific changes.

3. Does your program currently systematically collect, store, and/or use for learning assessment at the program level any of the following outcome measures:

	Collect systematically (Y/N)	Electronically or paper stored (E/P)	Use for learning assessment (Y/N)
Direct measures:			
• Results of exams/tests for individual courses	Y	E	Y
• Results of Admission to Candidacy Exam	Y	E	Y
• Quality of dissertations (eg, by sampling identify trends)	N		

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• Number of student publications and abstracts	Y	E	Y
• Quality of students' presentation skills	Y	E	Y
• Program metrics (eg, time to degree, completion rates)	N		
• Other (please describe): Rotation evaluations	Y	E	Y
Indirect measures:			
• Student feedback	Y		
○ Student surveys	Y	E	Y
○ Focus groups	N		
○ Exit interviews	N		
• Alumni survey	N		
• Career tracking	N		
• Other (please describe):			

4. Does your program regularly review and adjust (1) the program's specific learning goals, and/or (2) the manner in which outcomes are measured and how the information is used? If so, please describe how this is done:
Not formally.