

Program: _____

Date: _____

Completed by: _____

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2012. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? Please attach a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
Be able to understand and evaluate the scientific literature and use it in their courses and their research.	Since the program is new and has only one student at this point the SLO has never been assessed.	Students will exhibit a satisfactory grasp of the principles of literature searching and evaluation, in a wide variety of media, and this will be evident in	One student who is currently nearing the completion of the program but has not yet defended his thesis in Chem 589	All students will perform satisfactorily or they will be required to repeat the effort and/or make appropriate modificatio	The student made satisfactory progress as demonstrated by the faculty and peer assessments in Chem 593 (see the attached	The student is making satisfactory progress towards the SLO. However, the rubric could be improved to better identify particular aspects of the SLO that tend to be more problematic for students. For example, students	Improvements to the rubric for 593 will be implemented this fall.

		their oral and written work as determined by cognizant faculty evaluating CHEM 593 (Seminar) and CHEM 589 (Thesis Defense Seminar). Furthermore, routine evaluation of student's progress at meeting this outcome will occur by at Thesis Committee Meetings each semester.		ns.	Rubric). Data is not yet available from Chem 589.	that are deficient in "critical analysis of research results" will be identified by a more detailed rubric in BIOL 593 which breaks down the question " <i>The author's interpretation of the results was clearly presented</i> " (see attached form), into component parts that elaborate more than simply "clearly presented" but rather will extend to items like; "logically connected to the data; backed up by appropriate controls; discerned using the principles of Ockham's razor".	
Disseminate, in collaboration with faculty, the products of the Biochemistry-MS program within CSU-Pueblo community and	Since the program is new and has only one student at	A survey of current activities will be taken and efforts will be made to	One student who is currently nearing the completion of the	At least 50% of the Biochemistry-MS students and faculty,	The student presented posters locally at the CSU-Pueblo CSM	The students performance on the SLO was considered very good.	None.

with communities outside of the University in activities using their professional expertise.	this point the SLO has never been assessed.	encourage students and faculty to increase these activities as time and resources permit.	program but has not yet defended his thesis in Chem 589	based on a 3 year rolling average, will be engaged in these professional outreach activities, broadly defined, - including giving research/recruiting seminars at universities or industry, research presentations at local, regional, and national conferences , etc.	Research Day, regionally at the CSU-Ft.Collins Celebrate Undergraduate Research and Creativity day, and nationally at the Society for Neuroscience Annual Meeting of 2011.		
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Comments:

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?

Comments:

BIOL 593 Peer Assessment Sheet for the Seminar Outline

NAME of PRESENTER_____

Comment on for each of the following items including *improvement items*. Also, assign each item a letter grade indicating the quality of the authors work regarding that item.

*The reason why the work discussed is **significant** was clearly communicated.*

Grade_____

***Background** info was clearly communicated so that I understood the hypothesis. Grade_____*

*The **hypothesis** was clearly communicated.*

Grade_____

*The **aims** were about the hypothesis and were not actually methods.*

Grade_____

The **methods** would clearly test the aims.

Grade_____

Appropriate **controls and pitfalls** were present for each aim.

Grade_____

The author's **interpretation of the results** was clearly presented.

Grade_____