

**MASTER OF EDUCATION WITH BIOLOGY EDUCATION  
EFFECTIVENESS PROGRAM  
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Serve Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p><b>Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning-assessment process;</li> <li>2. respond sensitively to individual differences and diversity;</li> <li>3. understand and anticipate the needs of a global society;</li> <li>4. plan and implement learning experiences that support the highest level of student potential;</li> </ol>	<ol style="list-style-type: none"> <li>1. A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6)</li> </ol>	<ol style="list-style-type: none"> <li>1. A. In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale).</li> </ol>		

<p>5. continue to reflect, refine, and revise professional practices;</p> <p>6. collaborate with others to promote learning;</p> <p>7. Build caring, reflective decision-makers.</p>		<hr/> <p>1. B. At the time of the comprehensive examination, all candidates are surveyed using the Graduate School of Education Exit Survey. There are 11 categories. The Student Learning Outcome is that graduates would have a mean of 4.0 or higher in the 11 categories.</p>		
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	<p>2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)</p> <p>3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)</p>	<hr/> <p>2. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.</p> <hr/> <p>3. A. EDU 620, Teacher as a Researcher, introduces and develops research writing skills for graduate students entering into the graduate program. The Annotated Bibliography is a key component of the research writing program. The Student Learning Outcome will be a group mean of 85% or higher when Target and Acceptable are aggregated. There are three indicators with four performance levels: Target, Acceptable, Emerging, and Novice.</p>		
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	<p>4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)</p>	<hr/> <p>4. A. As measured by the “Designing an Interdisciplinary Unit” rubric, teachers in EDU 640 “Curriculum Planning” will achieve a mean score of 80% when Artisan and Experienced scores are combined. The interdisciplinary unit covers eight indicators: Topic and Topical Theme; Unit Overview; Generalizations; Guiding Questions; Teaching Strategies/Activities; Culminating Task with a Rubric; Lesson Plan; Overall Design.</p> <hr/>		
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professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.			achievement – Mean 4.5 S.D. 0.9  Nurtures an appreciation of the fine arts – Mean 4.5 S.D. 0.9  Provides basic professional training in selected areas – Mean 4.6 S.D. 0.7  Develops responsible leaders and citizens – Mean 4.7 S.D. 0.7  The primary aims of faculty and staff are to provide for each student effective instruction, proper example, judicious counsel, and counsel, and loving concern – Mean 4.8 S.D. 0.7  In striving to reach these objectives, William Carey University seeks to have each individual within the University community – students, faculty, staff, and administrators – attain his/her highest potential Mean 4.8 S.D. 0.7  Total Mean 4.7 S.D. 0.7	
		1. B. At the time of the comprehensive examination, all candidates are surveyed using the Graduate School of Education Exit Survey. There are 11 categories. The Student Learning Outcome is that graduates would have a mean of 4.0 or higher in the 11 categories.	1. B. In 2013-2014 the Graduate School of Education Exit Survey was administered with the following results. The 11 categories are: Advisor Guidance 4.6 Faculty Expertise 4.68 Library 4.45 Facilities 4.59 Technology 4.59 Best Practices 4.68 Scholarly Writing 4.7	1. B. The S.L.O. of 4.0 or higher was met in all 11 categories and the total mean of 4.64 for 22 Hattiesburg graduate students in the M.Ed. Secondary Education degree. The mean for the Tradition students (N=8) was 4.71. All indicators from both campuses met the S.L.O. goal. This indicates a strong positive affirmation of the program by program completers.

			<p>Research Skills 4.59 Class Availability 4.7 Individual Needs 4.68 Mission 4.8 Total Mean: 4.64</p>	
	<p>2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)</p>	<p>2. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.</p>	<p>2. A. In 2013-2014, there were no Biology Education candidates scheduled to take the examination.</p>	<p>2. A. The Biology Education Student Learning Outcome will be continued for 2014-2015.</p>
	<p>3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)</p>	<p>3. A. EDU 620, Teacher as a Researcher, introduces and develops research writing skills for graduate students entering into the graduate program. The Annotated Bibliography is a key component of the research writing program. The Student Learning Outcome will be a group mean of 85% or higher when Target and Acceptable are aggregated. There are three indicators with four performance levels: Target, Acceptable, Emerging, and Novice.</p>	<p>3. A. In the Annotated Bibliography, the N was 113 with three indicators. (1) Five Appropriate Research Selections Target 94.69% Acceptable 3.54% Emerging 0.88% Novice 0.88% (2) Appropriate Summary of Research and Quality of Writing Target 59.29% Acceptable 25.66% Emerging 14.16% Novice 0.88% (3) Recommendation / Reflection Target 90.65% Acceptable 8.41% Emerging 0% Novice 0.93% TOTAL GROUP MEANS Target 81.38% Acceptable 12.61% Emerging 5.11%</p>	<p>3. A. In the Annotated Bibliography (N=113), the Student Learning Outcome was exceeded (93.99%).</p>

	<p>4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)</p>	<p>4. A. As measured by the “Designing an Interdisciplinary Unit” rubric, teachers in EDU 640 “Curriculum Planning” will achieve a mean score of 80% when Artisan and Experienced scores are combined. The interdisciplinary unit covers eight indicators: Topic and Topical Theme; Unit Overview; Generalizations; Guiding Questions; Teaching Strategies/Activities; Culminating Task with a Rubric; Lesson Plan; Overall Design.</p>	<p>Novice 0.9%</p> <p>4. A. The Designing an Interdisciplinary Project has eight indicators rated over three performance levels (Artisan, Experienced, Apprentice).</p> <p>(1)Topic and Topical Theme Artisan 80.17% Experienced 17.36% Apprentice 2.48%</p> <p>(2) Unit Overview Artisan 84.3% Experienced 12.4% Apprentice 3.31%</p> <p>(3) Generalizations Artisan 84.3% Experienced 10.74% Apprentice 4.96%</p> <p>(4) Guiding Questions Artisan 87.88% Experienced 9.85% Apprentice 2.27%</p> <p>(5) Teaching Strategies / Activities Artisan 93.18% Experienced 6.06% Apprentice 0.76%</p> <p>(6) Culminating Task with a Rubric Artisan 85.95% Experienced 7.44% Apprentice 6.61%</p> <p>(7) Lesson Plan Artisan 90.15% Experienced 9.09% Apprentice 0.76%</p>	<p>4. A. The Student Learning Outcome was met when Artisan and Experienced scores were aggregated. Both at the indicator and the total group mean.</p>
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			<div>(8) Overall Design Artisan 76.69% Experienced 22.56% Apprentice 0.75%</div> <div>Total Means Artisan 85.39% Experienced 11.94% Apprentice 2.67%</div>	
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**MASTER OF EDUCATION WITH BIOLOGY EDUCATION  
EFFECTIVENESS PROGRAM  
2012-2013**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p><b>Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning-assessment process;</li> <li>2. respond sensitively to individual differences and diversity;</li> <li>3. understand and anticipate the needs of a global society;</li> <li>4. plan and implement learning experiences that support the highest level of student potential;</li> <li>5. continue to reflect, refine, and revise</li> </ol>	<p>1. A graduate student in the M.Ed. program will perceive that he/she is well prepared to critically evaluate the literature in the field and to synthesize the literature from a variety of sources. (WCU Goal 1.1, 1.2, 1.2, 1.4) (EDU Goals 1, 3, 4, 5, 6)</p> <p>2. Students completing the Master of Education degree will demonstrate advanced knowledge of teacher education and content appropriate to general secondary education. (WCU Goals 1.1, 1.2, 1.3) (EDU Goals 1, 2, 3, 4, 5, 6, 7)</p> <p>3. A graduate student in the M.Ed. program will be able to evaluate a research study in four areas: (1) the problem, (2) the breadth and depth of the literature review, (3) the overall</p>	<p>1. A. In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.5 out of 5.0 (Likert scale).</p> <p>1. B. At the time of the comprehensive examination, all candidates are surveyed using the Graduate School of Education Exit Survey. There are 11 categories. The Student Learning Outcome is that graduates would have a mean of 4.0 or higher in the 11 categories.</p> <p>2. A. 90% of the graduate students will earn an overall rating of 3 or higher on a written comprehensive examination covering their subject matter field.</p> <p>3. A. EDU 620, Teacher as a Researcher, introduces and develops research writing skills for graduate students entering</p>	<p>During the academic year (2012-2013), there were not candidates in the M.Ed. Biology Education program.</p>	

<p>professional practices; 6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>effectiveness of the research design, and the analysis and interpretation of data. (WCU Goals 1.1) (EDU Goals 1, 5)</p> <p>4. The graduate student will demonstrate content knowledge and performance skills when designing curriculum for differentiated instruction, the inclusion classroom, and the co-teaching design. (WCU Goals 1.1, 1.4) (EDU Goals 1, 2, 3, 5, 7)</p>	<p>into the graduate program. The Annotated Bibliography is a key component of the research writing program. The Student Learning Outcome will be a group mean of 85% or higher when Target and Acceptable are aggregated. There are three indicators with four performance levels: Target, Acceptable, Emerging, and Novice.</p> <p>4. A. As measured by the “Designing an Interdisciplinary Unit” rubric, teachers in EDU 640 “Curriculum Planning” will achieve a mean score of 80% when Artisan and Experienced scores are combined. The interdisciplinary unit covers eight indicators: Topic and Topical Theme; Unit Overview; Generalizations; Guiding Questions; Teaching Strategies/Activities; Culminating Task with a Rubric; Lesson Plan; Overall Design.</p> <hr/>		
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**M.Ed. BIOLOGY  
EFFECTIVENESS PROGRAM  
2011-2012**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OBJECTIVES AND STUDENT LEARNING OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b> Provide graduate training in the biological sciences for students preparing for careers in science teaching</p>	<ol style="list-style-type: none"> <li>1. Graduate Students will perform well on projects and presentations in graduate lab science courses.</li> <li>2. Graduate Students will be able to demonstrate a mastery of biological concepts.</li> <li>3. Graduate students will be required to gather and analyze scientific data.</li> <li>4. Graduate students will demonstrate an understanding of and proficiency in writing research proposals.</li> <li>5. Graduate Students will graduate with the perception that that they developed to their highest potential</li> </ol>	<ol style="list-style-type: none"> <li>1. As documented by grading rubrics Graduate Students will earn grades of above 82% on class projects.</li> <li>2. Graduates will score above 3.7 on their Comprehensive Exam.</li> <li>3. Collection and analysis of data in BIO 640 was evaluated using a rubric and students must score above 87%.</li> <li>4. In BIO 601 students will score greater than 86% according to a rubric designed by the instructor</li> <li>5. In the Master Graduate Exit Interview, student's perceptions of the "Develops talent and recognizes achievement" will be ranked at 4.0 out of 5.0 (Likert Scale).</li> </ol>	<ol style="list-style-type: none"> <li>1. Biology Graduate Students earned an average grade of 95% on their class projects (n=2).</li> <li>2. Graduates scored a mean of 3.2 on their comprehensive exams (n=7).</li> <li>3. BIO 640 students scored a 90.1 (N=8) on the evaluation rubric.</li> <li>4. Students averaged 94% on the faculty generated rubric.</li> <li>5. Students perception of 'Develops talent and recognizes achievement' scored a 5 (n=1).</li> </ol>	<p>This section will continue to be monitored to involve a greater number of students.</p> <p>We will adjust this section to collect scores on highest three questions for students. This data will continue to be collected.</p> <p>Data from this course will continue to be collected to give a better picture of their data analysis skills.</p> <p>4. We will continue to monitor this rubric for proficiency in writing research proposals.</p> <p>5. This data will have to be collected for several years to give us a suitable number of respondents.</p>

**M.Ed. BIOLOGY  
EFFECTIVENESS PROGRAM  
2010-2011**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OBJECTIVES AND STUDENT LEARNING OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b> Provide graduate training in the biological sciences for students preparing for careers in science teaching</p>	<ol style="list-style-type: none"> <li>1. Graduate Students will perform well on projects and presentations in graduate lab science courses.</li> <li>2. Graduate Students will be able to demonstrate a mastery of biological concepts.</li> <li>3. Graduate students will be required to gather and analyze scientific data.</li> <li>4. Graduate students will demonstrate an understanding of and proficiency in writing research proposals.</li> <li>5. Graduate Students will graduate with the perception that that they developed to their highest potential</li> </ol>	<ol style="list-style-type: none"> <li>1. As documented by grading rubrics Graduate Students will earn grades of above 82% on class projects.</li> <li>2. Graduates will score above 3.7 on their Comprehensive Exam.</li> <li>3. Collection and analysis of data in BIO 640 was evaluated using a rubric and students must score above 87%.</li> <li>4. In BIO 601 students will score greater than 86% according to a rubric designed by the instructor</li> <li>5. In the Master Graduate Exit Interview, student's perceptions of the "Develops talent and recognizes achievement" will be ranked at 4.0 out of 5.0 (Likert Scale).</li> </ol>	<ol style="list-style-type: none"> <li>1. Graduate students earned an average grade of 91 (n = 12) on class projects.</li> </ol> <p>The average grade on their Comprehensive Exam was 3.43 (n = 7).</p> <p>BIO 640 was not taught last year.</p> <p>Graduate students scored an average of 93 on their research proposal in BIO 601.</p> <p>5. The Master Graduate Exit Interview results for the "Develops talent and recognizes achievement" was an average of 4.3 (n = 26).</p>	<ol style="list-style-type: none"> <li>1 We will continue to monitor the average grades on class projects and look for an increase in the average score.</li> </ol> <p>We will continue to collect this data until we have an n of 20.</p> <p>We will retain this assessment and collect data when the course it taught next year.</p> <p>We will continue to monitor these results and raise our expected score to 88%.</p> <p>This assessment will be retained to increase the number of responses which will give us a better picture of the students view o their development.</p>

**M.Ed. BIOLOGY  
EFFECTIVENESS PROGRAM  
2009-2010**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OBJECTIVES AND STUDENT LEARNING OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> The mission of William Carey University is to provide liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The university collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake – William Carey.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1..Provide academic programs to promote student learning</li> <li>2..Promote Christian development and social responsibility</li> <li>..Strengthen ties with Baptist churches, associations, and conventions</li> <li>4..Provide an environment that supports student learning</li> <li>5..Strengthen organizational and operational effectiveness</li> <li>6..Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b> Provide graduate training in the biological sciences for students preparing for careers in sci</p>	<ol style="list-style-type: none"> <li>1. Graduate Students will perform well on projects and presentations in graduate lab science courses.</li> <li>2. Graduate Students will be able to demonstrate a mastery of biological concepts.</li> <li>3. Graduate students will be required to gather and analyze scientific data.</li> <li>4. Graduate students will demonstrate an understanding of and proficiency in writing research proposals.</li> <li>5. Graduate Students will graduate with the perception that that they developed to their highest potential</li> </ol>	<ol style="list-style-type: none"> <li>1. As documented by grading rubrics Graduate Students will earn grades of above 82% on class projects.</li> <li>2. Graduates will score above 3.7 on their Comprehensive Exam.</li> <li>3. Collection and analysis of data in BIO 640 was evaluated using a rubric and students must score above 87%.</li> <li>4. In BIO 601 students will score greater than 86% according to a rubric designed by the instructor</li> <li>5. In the Master Graduate Exit Interview, student's perceptions of the "Develops talent and recognizes achievement" will be ranked at 4.0 out of 5.0 (Likert Scale).</li> </ol>	<p>1. Graduate students scored an average grade of 85% on class projects.</p> <p>Two students completed comps last year and the average grade was 4.42</p> <p>BIO is scheduled to be taught during the 2010 – 2011 school year.</p> <p>Seven students took BIO 601 and averaged 85% on their Portfolio.</p> <p>On the 'Develops talent and recognizes achievement' question of the Exit Interview, MED students scored an average of 4.6.</p>	<p>We will continue to collect this data and monitor the results.</p> <p>We will continue to collect data in order to have a greater n and monitor the average grade as the number of students' increases.</p> <p>We will continue to use this as an indicator of how well students collect and analyze scientific data.</p> <p>We will initiate a new unit on writing proposals and continue to monitor the results.</p> <p>We will continue to collect this data to involve a greater number of students in the study group.</p>