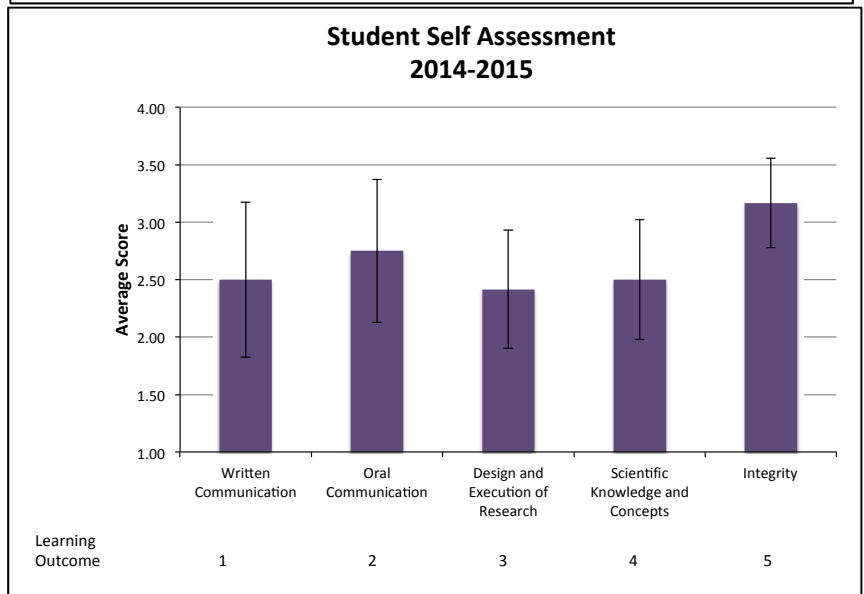
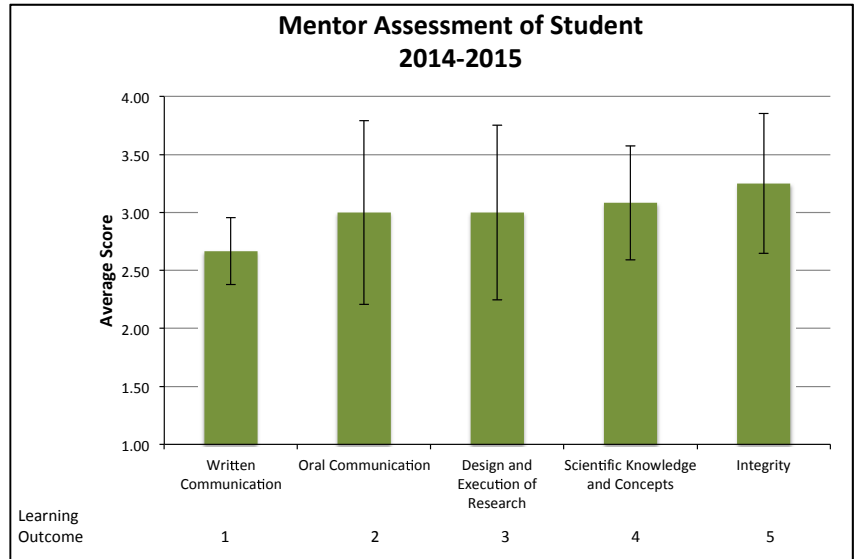


2014/2015 Academic Year Assessments Graduate Program in Immunobiology

We will first present data derived from the annual Mentor evaluation of each student and the annual student self-evaluations as an overall measure of the program since these evaluations are done at the same time for all students in the program. The figures below represent an average of scores from 13 total students and 13 total mentor evaluations. The scores are based on a 4 point scale where 4=Exceeds expectations, 3=Meets Expectations, 2=Needs Improvement and 1=Unsatisfactory. The error bars represent the deviation in the average ranking. From the Mentor Assessment, it is clear that the majority of students are “Meeting Expectations.” Written communication was seen as a primary area of improvement for all students. For all other learning objectives, the scores were distributed between Needs Improvement and Exceeds Expectations. Since no students were ranked “Unsatisfactory” with regards to any of the five learning objectives, all GPIMB students are at a place of reasonable proficiency with a positive trajectory expected. From the student self-assessment, the data show that the students were more critical of themselves relative to their advisor. The strongest area of agreement was in regards to written communication. A majority of students feel that they still need to improve Design and Execution of Research and Scientific Knowledge and Concepts. This is appropriate for the majority of students in the program whom are at least a year from graduation.

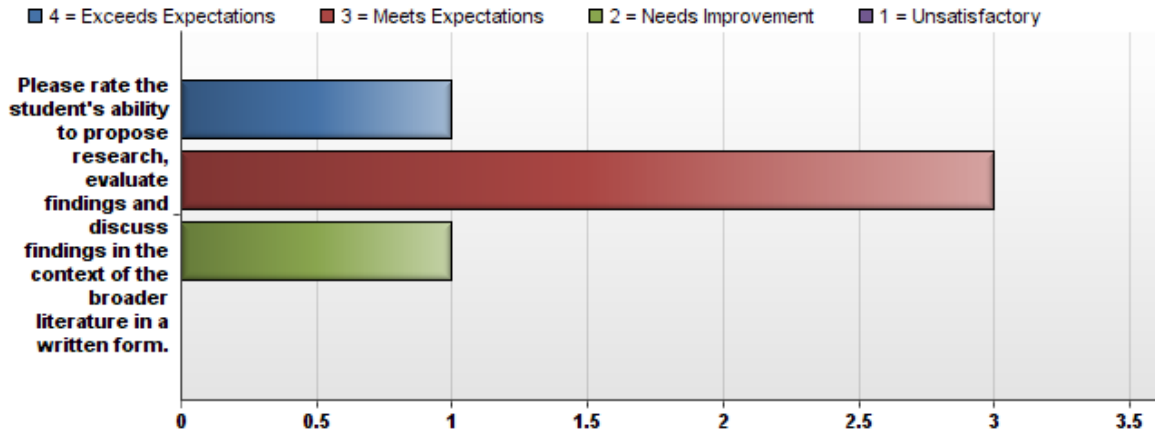


The following section represents assessment data obtained through Milestone Assessments (Comprehensive Exam, Committee Meetings and Dissertation Defenses)

Note: In all cases the horizontal axis indicates the number of students ranked in each category.

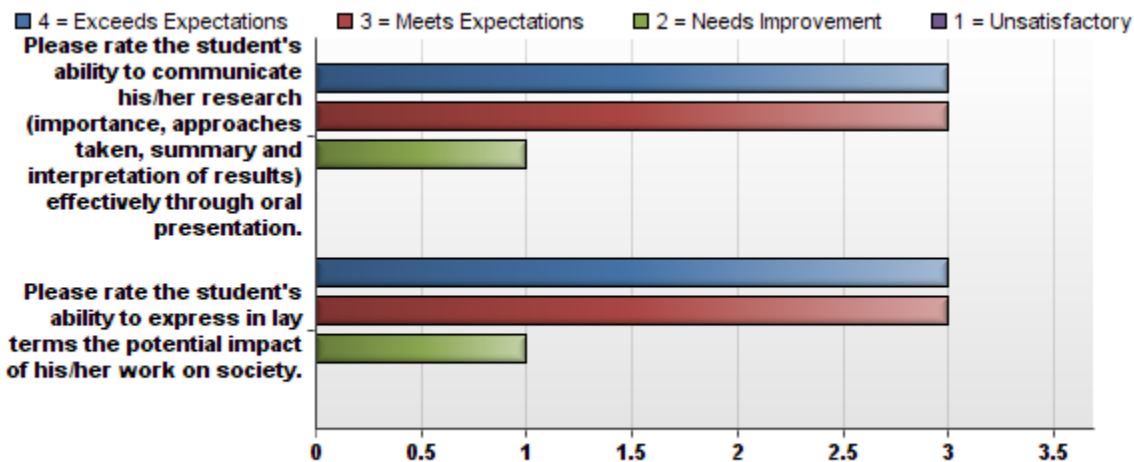
Learning Objective 1: Apply Written Communication

This objective has been assessed in comprehensive exams and in dissertation defenses (in addition to the Annual Evaluations discussed above). The compiled data is represented below. The majority of students are meeting expectations.



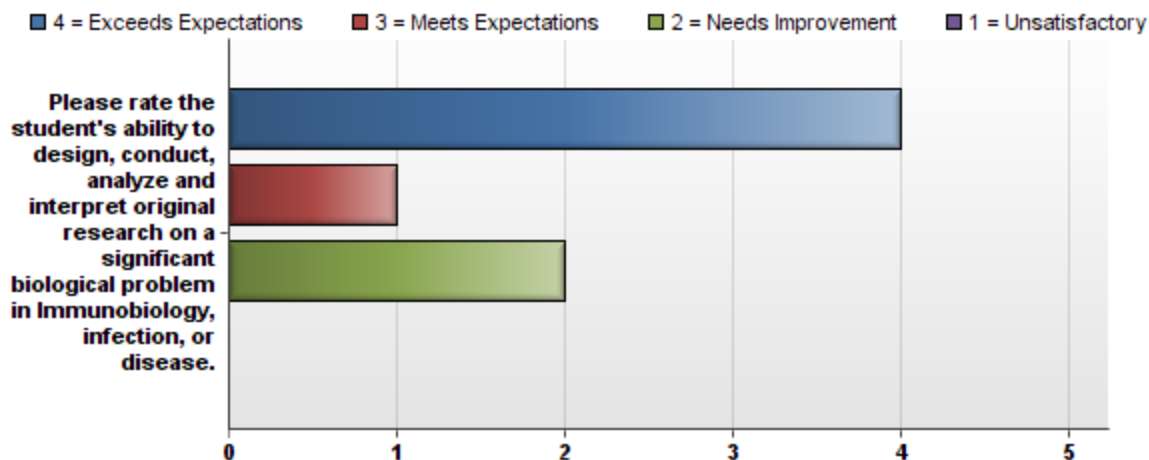
Learning Objective 2: Apply Oral Communication

This objective has been assessed in committee meetings and in dissertation defenses (in addition to the Annual Evaluations discussed above). The compiled data is represented below. The majority of students are meeting or exceeding expectations.



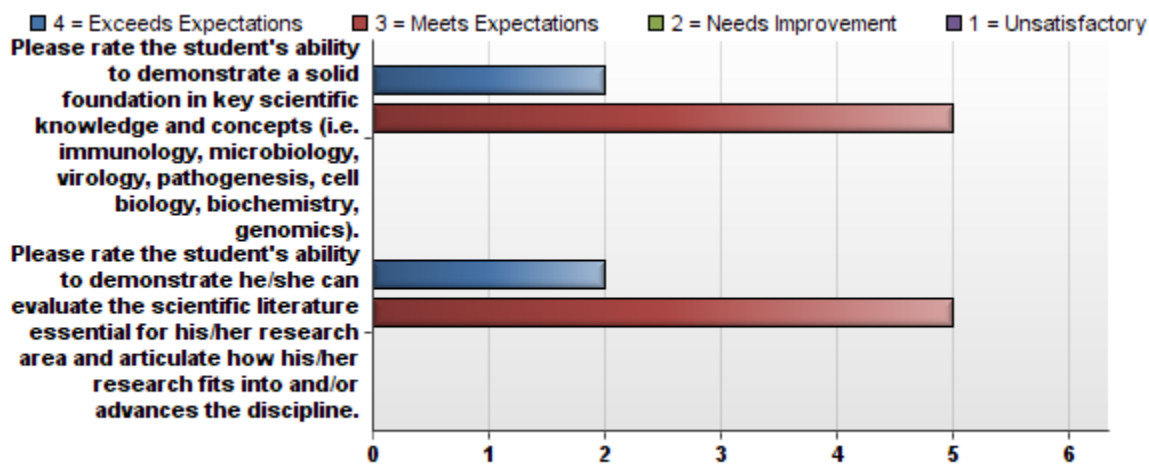
Learning Objective 3: Design and Execute Scientific Research

This objective has been assessed in comprehensive exams, committee meetings, and dissertation defenses (in addition to the Annual Evaluations discussed above). The compiled data is represented below. While many students are exceeding expectations, there is significant room for improvement with 2 students in the needs improvement category.



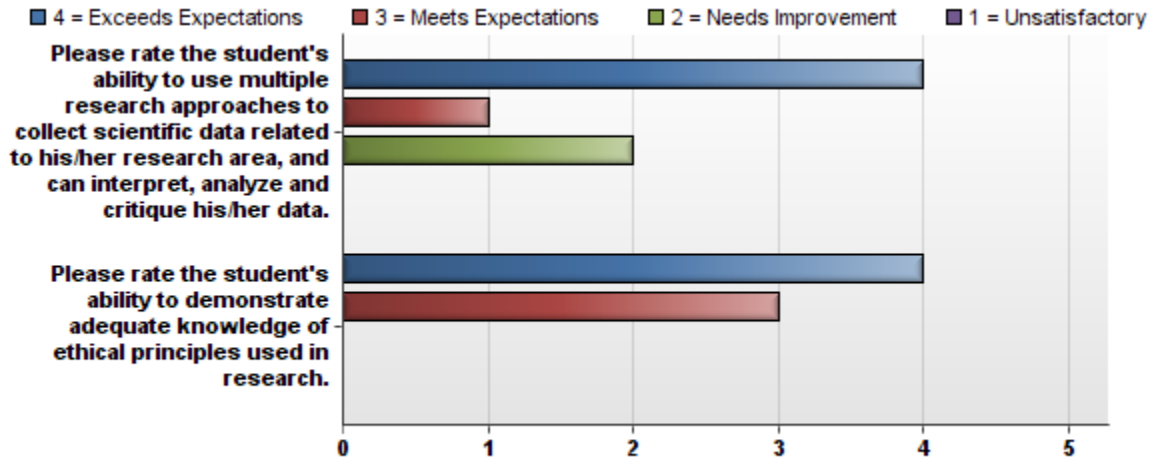
Learning Objective 4: Demonstrate Scientific Knowledge and Concepts

This objective has been assessed by comprehensive exam, committee meetings and in dissertation defenses (in addition to the Annual Evaluations discussed above). The compiled data is represented below. All students are meeting or exceeding expectations.



Learning Objective 5: Demonstrate Research Integrity and Ethics

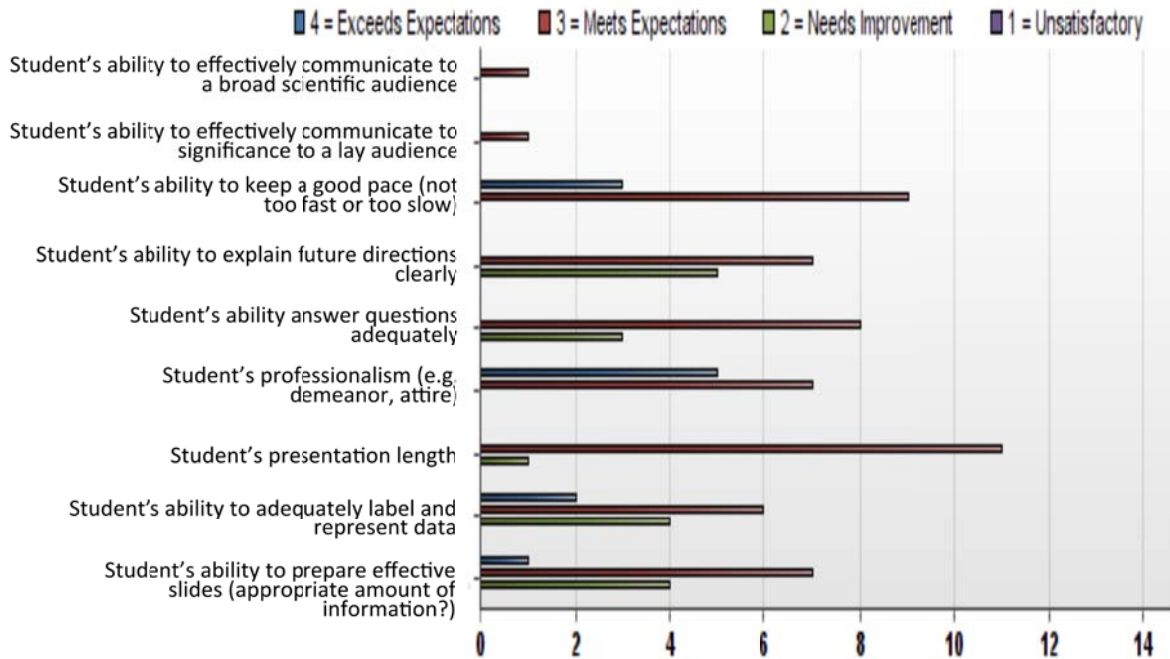
This objective has been assessed in committee meetings and in dissertation defenses (in addition to the Annual Evaluations discussed above). The compiled data is represented below. The majority of students are meeting or exceeding expectations.



The following section represents assessment data obtained through Annual Seminar Assessment. Each Learning Objective evaluated is broken down into a number of specific points.

Learning Objective 1: Apply Oral Communication

We have recently added the first two categories (ability to communicate to a broad scientific audience or to a lay audience) and this is the reason why data exists only for a single student. The majority of the students are ranked as meeting expectations in all categories with a few students exceeding or needing improvement. No students were ranked as unsatisfactory.



Learning Objective 3: Design and Execute Scientific Research

This represents a learning objective where there is room for improvement in at least half of the students based on evaluation of their annual seminar evaluation. While no students are ranked unsatisfactory, the students were predominantly distributed between meeting expectations and needs improvement.

