

## Thesis Proposal Forms

There are two forms needed for the thesis defense. Multiple copies are required of one of the forms. The forms are all included in this pdf file. Here is a list of the forms as well as instructions. The two forms are needed for the required Program Assessment of the graduate program:

### **Graduate Assessment - Biological Sciences Department – Formative Assessment – Thesis Proposal - STUDENT form**

This is a two-page form that YOU complete AFTER your thesis proposal. Give this form directly to the Graduate Coordinator. Do not give it to your major professor or thesis committee.

### **Graduate Assessment - Biological Sciences Department – Formative Assessment – Thesis Proposal - FACULTY form**

This is two-page form that EACH MEMBER of your thesis committee (including your major professor) completes after your thesis proposal. Since the usual thesis committee has three members, three copies of this form are provided. If you have more than three people on your committee, you must make additional copies as needed. Your committee will give these forms directly to the Graduate Coordinator; they will not be returned to you.

If you have questions, or there is confusion about these forms, please contact the Graduate Coordinator.

**Formative Assessment – Thesis Proposal**

**RETURN DIRECTLY TO GRADUATE COORDINATOR  
DO NOT GIVE TO MAJOR PROFESSOR OR COMMITTEE MEMBERS**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Major Professor: \_\_\_\_\_

Members of Thesis Committee: \_\_\_\_\_

**Primary Trait Analysis** – Please evaluate your progress in meeting each learning outcome using the following rubric:

- 0 = Outcome not met
- 1 = Minimal competency in outcome demonstrated
- 2 = Competency demonstrated
- 3 = Above average competency demonstrated
- 4 = Outstanding competency demonstrated
- N/A = Not applicable; not assessed

Please circle the appropriate value

<b>Student Learning Outcome</b>	<b>Evaluation</b>					
Demonstrate knowledge in areas of biology relevant to selected research interests.	0	1	2	3	4	N/A
Identify research questions on a contemporary issue in biology, and critically analyze the relevant literature.	0	1	2	3	4	N/A
Develop specific hypotheses pertaining to a research problem.	0	1	2	3	4	N/A
Devise and conduct experiments to test hypotheses.	0	1	2	3	4	N/A
Demonstrate mastery of the methodology and techniques specific to the field of study.	0	1	2	3	4	N/A
Statistically analyze and interpret research data.	0	1	2	3	4	N/A

Please complete the second page of this form (Process Effectiveness)

**Formative Assessment – Thesis Proposal**

**Process Effectiveness** – please respond to the following questions to provide an evaluation of the graduate education process, including development of the thesis project.

Please indicate (by circling the appropriate number) your extent of agreement to each of the following from **1 = completely agree to 5 = completely disagree**. N/A = Not applicable.

The thesis committee provided suitable feedback and guidance for me to make further progress in my thesis work.	<b>Agree</b> 1	2	↔ 3	4	<b>Disagree</b> 5	N/A
You showed an understanding of the scientific method.	<b>Agree</b> 1	2	↔ 3	4	<b>Disagree</b> 5	N/A
You demonstrated good communication skills; you were able to communicate as a scientist and potential colleague.	<b>Agree</b> 1	2	↔ 3	4	<b>Disagree</b> 5	N/A
You are making adequate progress towards attaining the working knowledge required to contribute to your chosen field upon graduation.	<b>Agree</b> 1	2	↔ 3	4	<b>Disagree</b> 5	N/A

Please provide any comments or suggestions that you feel would contribute toward improving the graduate education process:

Return form directly to Graduate Coordinator Do not give to the major professor or thesis committee
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**Formative Assessment – Thesis Proposal**

**RETURN DIRECTLY TO GRADUATE COORDINATOR DO NOT GIVE TO STUDENT**

Form to be completed by each Faculty member of the Thesis Committee

This form to be used for Formative Program Assessment at the thesis proposal. Not to be used at the thesis defense.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Your role: \_\_\_\_Major Professor \_\_\_\_Committee Member

**Primary Trait Analysis** – to be completed by each Thesis Committee Member following the thesis proposal.

Please evaluate the student’s progress in meeting each learning outcome using the following rubric:

- 0 = Outcome not met; unsatisfactory performance.
- 1 = Minimal competency in outcome demonstrated; performance low.
- 2 = Competency demonstrated; performance at expected level.
- 3 = Above average competency demonstrated; performance above expectations.
- 4 = Outstanding competency demonstrated; performance greatly exceeds expectations.
- N/A = Not applicable; not assessed

Please circle the appropriate value

Student Learning Outcome	Evaluation
Demonstrate knowledge in areas of biology relevant to selected research interests.	0 1 2 3 4 N/A
Identify research questions on a contemporary issue in biology, and critically analyze the relevant literature.	0 1 2 3 4 N/A
Develop specific hypotheses pertaining to a research problem.	0 1 2 3 4 N/A
Devise and conduct experiments to test hypotheses.	0 1 2 3 4 N/A
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**Formative Assessment – Thesis Proposal**

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Please indicate (by circling the appropriate number) your extent of agreement to each of the following from

**1 = completely agree to 5 = completely disagree.** N/A = Not applicable.

The student now appears to be prepared to take the next steps towards completing his/her thesis research.	<b>Agree</b> 1	2	↔ 3	4	<b>Disagree</b> 5	N/A
The student showed an understanding of the scientific method.	<b>Agree</b> 1	2	↔ 3	4	<b>Disagree</b> 5	N/A
The student demonstrated good communication skills; he/she was able to communicate as a scientist and potential colleague.	<b>Agree</b> 1	2	↔ 3	4	<b>Disagree</b> 5	N/A
The student is making adequate progress towards attaining the working knowledge required to contribute to his/her chosen field upon graduation.	<b>Agree</b> 1	2	↔ 3	4	<b>Disagree</b> 5	N/A

Please provide any comments or suggestions that you feel would contribute toward improving the learning of this student, and/or the graduate education process:

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