

**Planned Assessment Activities**  
**Clinical & Translational Science (CTS) Graduate Program at Creighton University**

<i>University Assessment Goals</i>	<i>Program Outcomes</i>	<i>Assessment Procedures and Criteria</i>	<i>Assessment Results</i>	<i>Use of Assessment Results/Change</i>
1. Graduates will demonstrate disciplinary competence and/or professional proficiency.	<p>Graduates will demonstrate working knowledge in core subject within the area of CTS.</p> <p>Graduates will effectively analyze, synthesize, and interpret biological data, including their own, and critically evaluate scientific information.</p> <p>Graduates will conduct research addressing specific scientific problems and be able to place their results in the context of previous knowledge</p> <p>Graduates will formulate and execute a research plan to solve problems.</p>	<p>Bi-annual progress reports to the student's advisory committee before the student is allowed to register for the following term.</p> <p>Students will record minutes from each committee meeting for approval by the advisory committee.</p> <p>Qualifying exams (written and oral)</p> <p>Students will actively participate in discussions following seminars and presentations.</p>	<p>Progress and potential problems (either conceptual or technically) are revealed.</p> <p>Clarify and facilitate communication between the student and members of the committee.</p> <p>Pass or Fail in qualifying exam.</p> <p>Grade in the seminar course (CTS791) will be based on the attendance, presentation, and active engagement in the discussion.</p> <p>Average GPA 3.4 to 3.5 to enter program and 3.0 maintained throughout Program</p>	<p>Potential problems (either conceptual or technically) are discussed and advice given by the committee.</p> <p>Use results of the progress reports and qualifying exams to re-evaluate entrance requirements for the program and basic course requirements.</p> <p>Courses or symposia will be developed and aimed at addressing weaknesses and trends seen in the progress of our students.</p> <p>Re-evaluate composition of graduate student advisory committees.</p> <p>Reassess content and goals of qualifying exam.</p>
2. Graduates will demonstrate critical thinking skills.	<p>Graduates will demonstrate knowledge of most of the CTS areas and be able to apply this knowledge to solving new problems.</p> <p>Graduates will acquire the necessary skills to perform experiments, assess and interpret results and disseminate the information to the scientific community such that the CTS field is advanced.</p>	<p>Students will successfully complete the required coursework.</p> <p>Students will write and submit reviews and research articles.</p> <p>The ability to write an effective research proposal, their knowledge base, and to justify the rationale of the plan and the proposed methods will be part of the qualifying exam.</p> <p>Students may submit applications for extramural pre-doctoral fellowships.</p>	<p>Maintain required grades in all coursework. GPA average of 3.0</p> <p>Number and quality (# of citations, impact factor) of publications.</p> <p>Successful completion of the qualifying exam.</p> <p>Monitor length of time to obtain the degree. PhD 2-4 years, Masters 1-2 years, Graduate Certificate 6-12 months</p> <p>Monitor number of pre-doctoral fellowship applications submitted and awarded.</p>	<p>Recommendations for addressing deficiencies are provided to the student based on the progress reports and performance in the coursework and qualifying exam.</p> <p>Encourage and direct students to attend workshops to improve their grant and manuscript writing skills.</p> <p>Use results of the progress reports and qualifying exams to assess current content of core courses and to design and improve the basic core course requirements.</p>
3. Graduates will demonstrate Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice.	<p>Graduates are encouraged to look more directly or indirectly to prosper much of this society with faith and justice</p> <p>Acknowledge individual values</p>	<p>Accept everyone wholly as they, and their beliefs</p>	<p>Good stewards</p> <p>Foundational principles</p>	<p>Knowledge of what is good for the mind, body, and soul is best for personal well-being.</p> <p>Wholeness of well-being (physical, spiritual, emotional,</p>

	<p>and underlying passion from personal convictions</p> <p>Knowledge of faith involves a stance toward some claim that is not, at least presently, demonstrable by reason.</p> <p>Once demonstrated, a proposition or claim is ordinarily understood to be justified as true or authoritative.</p>			and psychological. This all relates to community well-being)
4. Graduates will demonstrate the ability to communicate clearly and effectively.	<p>Graduates will work collaboratively in groups.</p> <p>Graduates will write effective research papers, reports and grant applications and be able to communicate their results through oral presentations and written publications.</p> <p>Graduates will be involved in organizing meetings and participating in social and community service.</p>	<p>Monitor, document, and evaluate student presentations given at local, regional, and national meetings and symposia, and invitations to speak.</p> <p>Monitor number of presentation awards and travel awards.</p> <p>Co-authorship on papers.</p> <p>The degree of involvement in organizing meetings, participating in societies, and cooperating with colleagues in performing complex experiments will be assessed.</p>	<p>Determine the number of publications produced by our students.</p> <p>List the # of awards, # of invitations, # of talks/presentations, oral or poster, given by our students.</p> <p>Review written evaluations of student presentations.</p>	<p>Determine if there are sufficient opportunities for our students to gain experience and to present their work locally, regionally and nationally.</p> <p>Alter program design to include more opportunities and/or create education and writing classes or require remedial writing classes if there is evidence of deficiency.</p> <p>Design workshop and education programs for faculty to enable them to better address any areas of weakness in student education or training revealed by program assessment.</p>
5. Graduates will demonstrate deliberative reflection for personal and professional formation.	<p>Gain employment in the area of their interest and promote CTS.</p> <p>Advancement in their career path.</p> <p>Become entrepreneur and/or consultants.</p>	<p>We will monitor career placement, chosen career path of graduates immediately after graduation and every subsequent 5 years, and their career advancement by conducting surveys.</p>	<p>Number of graduates in academia versus pharmaceutical industries or Governmental jobs.</p> <p>Number of graduates in leadership roles.</p> <p>Success in obtaining a job in the area of their first choice.</p> <p>Satisfaction in their chosen career path.</p> <p>Record of advancement of our graduates.</p>	<p>Re-direct program and training into areas that improve career placement.</p> <p>Expose students at onset to potential career paths after acquiring degree.</p> <p>Education faculty in what other career paths are available so they may better prepare students.</p> <p>Use survey results to glean areas where we can improve career placement and advancement opportunities for our graduates.</p>
6. Graduates will demonstrate the ability to work effectively across race, ethnicity, culture, gender, religion, and sexual orientation.	<p>Acknowledge differences and appreciate multiculturalism.</p> <p>Topic of diversity and sensitivity will be examined from many perspectives, not just race, but also sexual orientation, financial status, social status, etc.</p>	<p>A diverse faculty also promotes more interaction in classrooms and culturally aware education</p>	<p>The importance of a diverse student group, not only to create a realistic setting but also to encourage people to grow outside the boundaries and learn something new about a culture they may not be familiar with</p>	