

BCMB Graduate Student Evaluation Form

NAME:

DATE:

Student Portion

Date Entered Into Graduate Program: _____

Graduate Research Advisor/Major Professor:

Who are the members of your graduate committee?

List your lab rotations (Mentor and project)

1.

2.

Have you taken your preliminary examination? _____ When? _____ Passed?

If you are an international student, what was your most recent SPEAK test score, and when was that exam?

Anticipated Graduation Date:

List course requirements that have been completed and grade received (Attach a transcript).

List courses in which you are currently enrolled.

List courses needed to complete degree requirements.

List courses for which you have served as a teaching assistant, the semesters you were a TA, and the instructors.

List departmental presentations you have given and the date of the presentation.

List publications or abstracts (Full citation) on which you are an author. Indicate abstracts with an asterisk at the beginning of the citation. Indicate whether you presented the abstracts as poster or oral presentations at scientific meetings.

Name and give dates for scientific meeting participation.

List any awards, honors, fellowships, etc. that you have received.

List any undergraduate students you have mentored, the dates, and the project they worked on.

List any outreach or service activities (to the department/college/UT/community) in which you participated.

Briefly describe your research activities this past year

Indicate your plans for the next academic year with respect to coursework, research, examinations, scientific meetings, etc. What are your goals for the next year?

How would you assess your progress within the graduate program?

Advisor/Committee Portion

What is the committee's evaluation of the graduate student? Please address coursework, SPEAK test, TA performance, research, long-term goals, etc. If there are specific problems, what plan for overcoming them has been discussed with the student?

Self-assessment

Skills Assessment Worksheet for Researchers

Assess your strengths and weaknesses in the following skill areas:

4 = Highly proficient
 1 = Drastic improvement needed
 NA = Not applicable

Research Skills						
	Critical evaluation of data and scientific literature	NA	1	2	3	4
	Experimental design	NA	1	2	3	4
	Problem solving/troubleshooting	NA	1	2	3	4
	Statistical analysis	NA	1	2	3	4
	Computer skills	NA	1	2	3	4
	Creativity/developing new research directions	NA	1	2	3	4
	Skills specific to your field (see prompts below)	NA	1	2	3	4
Professional Skills						
	Oral presentation skills	NA	1	2	3	4
	Manuscript writing skills	NA	1	2	3	4
	Grant/fellowship writing skills	NA	1	2	3	4
	Teaching skills (in a classroom)	NA	1	2	3	4
	Teaching skills (one-on-one)	NA	1	2	3	4
	Identifying mentors and utilizing them effectively	NA	1	2	3	4
	Mentoring others	NA	1	2	3	4
Time Management						
	Meeting deadlines	NA	1	2	3	4
	Establishing priorities within your schedule	NA	1	2	3	4
	Working efficiently	NA	1	2	3	4
	Organizing skills	NA	1	2	3	4
	Flexibility and multitasking	NA	1	2	3	4
Interpersonal Skills						
	Positive relationships with colleagues	NA	1	2	3	4
	Reliability; following through on commitments	NA	1	2	3	4
	Communicating effectively in written correspondence	NA	1	2	3	4
	Communicating effectively in conversation	NA	1	2	3	4
	English proficiency – spoken and/or written	NA	1	2	3	4
	Ability to give and receive constructive feedback	NA	1	2	3	4
	Networking/meeting new colleagues	NA	1	2	3	4
Management and Leadership Skills						
	Data and resource management	NA	1	2	3	4
	Developing/managing budgets	NA	1	2	3	4
	Running a meeting	NA	1	2	3	4
	Establishing priorities for a team	NA	1	2	3	4
	Delegating responsibility					
	Leading and motivating others	NA	1	2	3	4
	Supervising/managing people	NA	1	2	3	4
	Working within an organization	NA	1	2	3	4

List some specific **laboratory/research techniques** that you need to improve in order to be successful in your current position or future career path.

List some specific **knowledge areas** where you need to improve your understanding in order to be successful in your current position or future career path.

List some specific **professional, management, and/or leadership areas** where you need improvement in order to be successful in your current position or future career path.

Setting Goals

When setting goals for skills development, it is important to decide on a concrete method for how you will identify whether you have reached these goals. How will you be certain that you have acquired your desired competency in these skills?

How do I assess my own skill development? A teacher assesses whether her students have learned or developed the correct skills by grading each student by a set of standards. Think of yourself as your own teacher. Identify a method for how you will assess whether you reached your goal for skills development in each area. Set standards, and select a person or group of people (mentor(s), expert(s), peer(s), and/or yourself) to assess whether you have improved and/or met those standards.

Example:

Amaz would like to improve her science writing skills.

Method for Skill Development: Set aside one hour each Friday to write out her experimental plans for the coming week, as if she were writing the Introduction and Methods section of a paper.

Method for Assessment of Skill Development:

In 3 months, Amaz will set aside time to assess her improvement in writing. She will use these methods:

1. Self-assessment: Do I feel more comfortable writing now than I did 3 months ago?
2. Expert assessment: I will bring a sample of my writing from both my first week of writing and my most recent week to the Office of Career and Professional Development, and get advice from a science writer there about (a) whether my writing has improved, and (b) what areas of my writing I should be continuing to work on.
3. Peer assessment: My friend is also working on improving her writing. We will meet once a month to look over each other's writing to give each other feedback on whether the other person's writing is improving, and what other areas we each could work on.

For this example, we have listed 3 methods for Amaz. Your own assessment strategy may include fewer methods.

List the top THREE skills you would like to develop, how you plan to develop them, and how you plan to assess your progress.

1.

2.

3.

Make a Plan

Create a month-by-month timeline for the next twelve months, integrating your top-priority projects and skills development goals. If you also identified ways to assess whether you achieved these goals, then include these in your timeline.

After you are finished, **add any deadlines or important dates from this timeline to your daily calendar**, or post this calendar next to your desk to remind you of your goals and timeline.