Research & Graduate Studies
VETERINARY MEDICINE & BIOMEDICAL SCIENCES

## Graduate Student Annual Evaluation Form for the BIMS Doctoral and Master of Science Thesis Programs

The graduate student annual evaluation process provides an opportunity for the graduate student and their graduate advisory committee to assess the student's progress within their graduate program and discuss expectations and goals for the upcoming academic year. In addition to establishing an annual record of achievement, this evaluation documents the remediation strategies and guidance provided to address competencies and/or learning outcomes that need improvement. This annual evaluation form is to be completed in conjunction with the student's annual graduate advisory committee meeting. This ensures that the assessment can reflect feedback given at the meeting.

**Evaluation Period:** The prior year
**Required Frequency:** Once per year

**Submission Deadline:** August 31st
You can submit the paperwork anytime during the academic year, but this is the last day to submit the annual evaluation paperwork to Kathie Smith each academic year.

**Instructions for the Graduate Student:**
The annual evaluation process is the student's responsibility to initiate and schedule. Students are responsible for working with their chair to determine the appropriate time to initiate it and subsequently schedule the annual review. Additionally, it is the student's responsibility to ensure they have completed the required paperwork in advance of the meeting and ensuring the entire committee has received the necessary paperwork. The specific responsibilities for the graduate student, chair, co-chair, and committee members are outlined below.

**Graduate Student:**
1. Discuss with your chair when it is appropriate to plan for your committee meeting and evaluation.
2. Contact your graduate advisory committee and schedule your annual committee meeting and evaluation.
3. Reserve a room and/or originate the Zoom meeting for the designated date and time of your meeting.
4. Inform your Staff Academic Advisor, Kathie Smith, of your committee meeting date.
5. Complete the student information and self-evaluation (sections A-H) portion of the annual evaluation form. We encourage you to be thoughtful in your self-assessment to provide the opportunity for meaningful dialogue with your committee.
6. Email your completed evaluation section to your committee prior to the meeting.
7. Submit your completed evaluation section electronically to Kathie Smith (kathiesmith@tamu.edu).
8. Email the chair and committee members the annual evaluation forms associated with their roles.

**Instructions for the Chair, Co-Chair, and Members of the Graduate Advisory Committee:**
The graduate advisory committee is responsible for conducting a graduate student committee meeting at least once a year and completing the annual evaluation section associated with their designated role. It is expected that the graduate advisory committee will discuss the student's progress towards meeting your expectations and the doctoral or Master's degree learning outcomes. It is important that you identify areas of improvement and discuss appropriate remediation strategies and resources, if warranted.

**Graduate Advisory Committee Chair:**
1. Complete the evaluation section titled "Chair" after the annual committee meeting.
2. Submit your completed evaluation section electronically to Kathie Smith (kathiesmith@tamu.edu) within 7 days of the committee meeting.

**Graduate Advisory Committee Co-Chair and/or Member:**
1. Complete the evaluation section titled, "Co-Chair/Member" after the annual committee meeting.
2. Submit your completed evaluation section electronically to Kathie Smith (kathiesmith@tamu.edu) within 7 days of the committee meeting.

**Finalization of the Annual Evaluation Submission by the Staff Academic Advisor:**
After all files are received by the staff academic advisor, they will be collated into a single document, and distributed to the student, chair, graduate committee, and department head. A copy will also be retained in the student's record.

Student's Name:

Date of Review:

# Graduate Student Evaluation: Chair Evaluation

**Chair's Name:**                                                                Date:

**Please evaluate the student's achievement of the following learning outcomes** as appropriate for the level of their degree (enter a 0 when not observable):

| *Effective Oral and Written Communication* | **Mastery** (5) | **Proficient** (4) | **Acceptable** (3) | **Emerging** (1 or 2) | **Score** |
|---|---|---|---|---|---|
| Exhibits effective oral communication skills | Prepared with full command of the topic and connects with the audience; clear and coherent in every part; strong visually and verbally | General command of the topic with few problems engaging audience; objectives and information clear; minor revision needed | Basic presentation with some audience engagement, lack of detail but informative, and moderate revision necessary | Substantial difficulty engaging audience, expressing clear and coherent thoughts, and speaking words | |
| Exhibits effective written communication skills | Fully identifies all relevant knowledge, methods, process, and findings that lead to clear and abstract conclusions | Demonstrates basic understanding of each aspect of research but lacks breadth or depth | Fundamentally sound writing yet insufficient detail in multiple sections or critical areas | Omits substantial elements of research; lack of clarity/limited detail throughout | |
| *Mastery and Integration of Knowledge* | | | | | |
| Demonstrates an appropriate breadth and depth of discipline-specific knowledge | Exhibits familiarity with all directly relevant and inter-disciplinary knowledge | Demonstrates a clear understanding of the knowledge base and principal concepts | Average level of understanding, limited to the main topics covered in curriculum | Beginning level of understanding, lacks command of the basic knowledge base | |
| Applies discipline-specific and broader knowledge in a range of contexts and critical decision-making | Engages in a forward-thinking discussion about the primary field and closely related concepts from other areas make an impact | Explains in detail how disciplinary knowledge and prior research in the field contributes to their study; fully aware of the implications of the current project fits in the discipline | Addresses questions from multiple fields confidently but vaguely or with limited and some incorrect detail | Rarely includes or cites established knowledge in the field; fails to integrate disciplinary knowledge with relevant research and scholarship from other fields | |
| *Research Skills* | | | | | |
| Successfully develops hypothesis-driven research | Forms hypothesis and experimental design to establish a long-term and scientifically significant research agenda | Develops a convincing hypothesis and relevant research project | Coherent hypothesis but weak experimental design | Fails to clearly state a hypothesis or defend their own hypothesis | |

Student's Name:

Date of Review:

# Graduate Student Evaluation: Chair Evaluation

| Research Skills (cont.) | Mastery (5) | Proficient (4) | Acceptable (3) | Emerging (1 or 2) | Score |
|---|---|---|---|---|---|
| Conducts methodologically sound and data-supported research | Shows a thorough understanding of the methodology and relevancy of the data; discerns why this was the preferred | Explains methodology and research design with attention to rigor and reproducibility | Identifies research design and methods but does not justify their selection or effectiveness | Lacks comprehension of the methods and data collection needed in relation to the hypothesis | |
| Effectively participates as a member of a research team | Contributes to lab by originating discussion topics and presenting new/innovative ideas from professional development activities | Engages in discussion that supports lab and individual progress on research projects; participates in all scheduled meetings | Attends scheduled lab meetings with only occasional absences; offers ideas when directly involved in the | Rarely contributes with input or feedback on team projects; may even lack decorum or become hostile to | |
| Exhibits independence as a researcher | Demonstrates the self-efficacy to acquire the knowledge, skills, and abilities to persist in research activity; motivated to engage in new and innovative approaches | Takes initiative and is persistent in being productive in research activity; completes all degree milestones on time and may achieve more than expected | Makes satisfactory progress on individual project(s) while still asking questions and accepting necessary critique and guidance; will accept additional tasks | Lacks initiative to engage fully in one's own research and training; makes little or no progress without specific direction | |
| Ethical Reasoning | | | | | |
| Follows all biosafety, animal use, and other relevant practices | Develops the research design in accordance with responsible conduct of research; gains all approvals prior to initiating research and ensures compliance from start to finish | Learns policies and practices prior to engaging in research and completes all trainings; resolves ethical concerns as they arise | Identifies ethical issues but may or may not resolve the ethical concern before corrective action is necessary; completed all required trainings | Fails to participate in required training and obtain necessary approval prior to conducting regulated research activity | |
| Chooses ethical courses of action in research and practice | Recognizes ethical issues and formulates an approach prior to engaging in research | Comprehends the ethical issues and seeks a resolution | Identifies and attempts to respond to ethical issues | Fails to identify ethical issues | |

Student's Name:
Date of Review:

**If the response to any of the learning outcomes above is a 1 or 2, please explain in the comments section below.**
*It is important to include any remediation strategies or resources that you have outlined for the student relevant to their evaluation.*

**Summary Comments:** Please provide feedback on the student's progress, strengths, and accomplishments. Aspects to address can include research efforts and progress, intellectual growth, professional development, quality of the committee meeting presentation, and coursework requirements or suggestions. Recommendations including future plans for research, research goals, suggested changes in the project, specific experimental suggestions, areas in need of improvements, etc.

**Do you feel the student needs to have a committee meeting within the next 6 months?**      **Yes**      **No**