

Student's Name:

Date of Review:



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:

Student Information and Self-Evaluation

Student Name

UIN

ORCID ID

Degree (MS or PhD)

BIMS Curricular Training Track Committee

Chair

Committee Members

Estimated Graduation Date

Degree Plan Approved (Date)

Preliminary Exam Approved (Date)

OGAPS Research Proposal Approved (Date)

First Author Publication (*include citation*)

Presentation (*include citation*)

Student's Name:

Date of Review:

A. RESEARCH ACCOMPLISHMENTS (*From the time you began the program, in chronological order*)

1. Meetings Attended: Provide names, dates, and locations. Please indicate if there was a presentation. If so, provide the title and indicate if it was a poster or oral presentation.

2. Other Seminars/Presentations (*include those done at TAMU and CVMBS*)

3. Papers Published

4. Honors/Awards Received

B. SERVICE AND OTHER ACTIVITIES (*From the time you began the graduate program, in chronological order*)

1. Teaching

Student's Name:

Date of Review:

C. COURSEWORK

1. Courses Taken to Date with Grades

2. Courses in Progress

3. Courses to be Taken

D. RESEARCH PROGRESS

1. Overall Objective of Research Efforts

2. Have the aims of your thesis/dissertation proposal changed since your last progress report? If so, how?

Student's Name:

Date of Review:

E. GOALS FOR NEXT YEAR

F. GRANTS AND FELLOWSHIPS *(Please summarize all grants and/or fellowships you have submitted this year)*

	Funding Source	Amount	Date Submitted (Semester/Year)	Topic/Title	Status <i>(funded, not funded, or under review)</i>
1					
2					
3					

G. STUDENT COMMENTS/SUGGESTIONS FOR FUTURE COURSES, PROFESSIONAL TRAINING OPPORTUNITIES, ETC.

Student's Name:

Date of Review:

H. ANNUAL SELF-ASSESSMENT OF EXPECTATIONS AND LEARNING

<i>Effective Oral and Written Communication</i>	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	
<i>Mastery and Integration of Knowledge</i>					
Demonstrates an appropriate breadth and depth of discipline-specific knowledge	Exhibits familiarity with all directly relevant and interdisciplinary 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	
<i>Research Skills</i>					
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:

<i>Research Skills (cont.)</i>	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	
<i>Ethical Reasoning</i>					
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:

I. ADDITIONAL STUDENT COMMENTS

Are there any additional concerns/issues that you would like to discuss with the committee?