

## Biophysics, Structural and Computational Biology Program End of First year evaluation: Rubric

Student: \_\_\_\_\_

Outcome/Assessment	Score	"Scoring" is based on the following system				
		Outstanding 4	Very Good 3	Acceptable 2	Marginal 1	Not Achieved 0
Fall semester grades		Avg of 3.8 and above	Avg of 3.5-3.79	Avg of 3.0-3.49	Avg of 2.33-2.99, or one grade of C	Avg <2.33, or two grades of C
Spring semester grades		Avg of 3.8 and above	Avg of 3.5-3.79	Avg of 3.0-3.49	Avg of 2.33-2.99, or one grade of C	Avg <2.33, or two grades of C
Rotation 1 Evaluation Mentor:		Mixture of "Meets Expectations" and "Exceeds Expectations"	All "Meets Expectations"	Mostly "Meets Expectations" but one "Requires More Effort" *	≤ 2 "Requires More Effort" *	At least one "Unacceptable" or the majority of metrics ranked as "Requires More Effort" *
Rotation 2 Evaluation Mentor:		Mixture of "Meets Expectations" and "Exceeds Expectations"	All "Meets Expectations"	Mostly "Meets Expectations" but one "Requires More Effort" *	≤ 2 "Requires More Effort" *	At least one "Unacceptable" or the majority of metrics ranked as "Requires More Effort" *
Rotation 3 Evaluation Mentor:		Mixture of "Meets Expectations" and "Exceeds Expectations"	All "Meets Expectations"	Mostly "Meets Expectations" but one "Requires More Effort" *	≤ 2 "Requires More Effort" *	At least one "Unacceptable" or the majority of metrics ranked as "Requires More Effort" *
Involvement in activities (e.g. attend lunch with seminar speakers, attend seminars, and attend student seminars)		Regularly	Often	Sometimes	Infrequently	Never *
Comments:						
Lab joined or to be joined:						

*\*Is there evidence that the faculty mentor communicated this with the student? In writing, orally, or both?*

*If yes, see below. If no, then the Program Director will speak first with the faculty mentor for the rotation and request that they communicate concerns directly to the student, preferably in writing or both orally and in writing.*

**Follow up after first year student evaluations:**

As per School policy, students who receive a 0 for coursework will be immediately dismissed from the program.

The program faculty meet in July each year to assess student performance in the first year. The evaluation of students considers the first year exam and the performance on the rubrics on this form. After assessing student performance, the faculty approve one of three courses of action: 1) student is invited to continue in the program by choosing a thesis advisor, starting thesis work, and preparing for the qualifying exam, 2) student is asked to retake the first year exam and the assessment is repeated, or 3) the student must leave the program.

The purpose of these rubrics is to communicate to students the criteria that are used to evaluate their first-year performance. Additionally, the quantitative score provides the means of objectively evaluating a student's performance in the first year. Finally, the scores and narrative of this form are used to focus the discussion of the faculty on student performance.