Chemistry and Biochemistry Graduate Program Assessment Questionnaire

The purpose of this form is for our department to improve its graduate programs. This form is filled out at every student's annual committee meeting and any other event (*e.g.* defenses, comprehensive examinations, *etc.*). At the end of the academic year, we compile the results to see how well our program is educating all students. If we find that many students fall short of an assessment standard, we will work to improve the curriculum's teaching of that standard. **This form is anonymous and is not used to grade individual students**. However, if we find that a student's performance is superlative or lacking in some areas (compared to expectations for their program / year in program), these areas will be mentioned on the "Annual Report of Advisory Committee" form. The annual report form is the way that our programs formally communicate individual progress towards degree with students.

All graduate students in the Department of Chemistry and Biochemistry will bring this form to their annual meeting and all other meetings (*e.g.* comps, defenses, *etc.*). The purpose of the student bringing the form is for students to see the areas in which they should be developing as scientists. After the student gives the annual committee meeting presentation, the committee will form a consensus opinion that will be entered onto this sheet. The chair of the committee will bring the completed form to the Department's administrative assistant (Mist) in an envelope with the name of the student on the outside of the envelope. The administrative assistant will check off the student's name to assure we get a form from each student and then separate the form from the envelope, assuring anonymity.

For each assessment standard, the committee should put a mark in the column corresponding to the student's performance level. Leave the row blank if the point does not apply. Note that masters students are not expected to perform beyond the "masters graduate" level to complete their program and we will assess masters and doctorate programs separately.

Demographic Information:	Value
1. Program (1=BMB, 2=Chem, 3=EChem, 4=other)	
2. Degree (1=MA, 2=MS, 3=PhD)	
3. Year in graduate program (1=1st, 2= 2nd…)	
4. Event Code (1= Annual meeting 2=MS defense 3=PhD Oral 4=PhD Defense)	

Assessment standard	Deficient	Entering Graduate Student	2nd year graduate student	Masters Graduate / mid-course Ph.D.	Ph.D. Graduate	Postdoctoral scholar
1. Specific knowledge of literature						
2. Ability to critically analyze literature						
3. Technical abilities						
4. Quantitative abilities						
5. General knowledge of field						
6. Presentation skills						
7. Writing Skills						
8. Ability to formulate hypotheses and articulate methods for testing hypotheses (Ph.D.)						
9. Ability to act as an independent researcher (Ph.D.)						