

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 beyond expectation 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 all committee meetings. In this way, students can 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 college's graduate program coordinator in an envelope with the name of the student on the outside of the envelope. The coordinator 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.

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=1 st , 2= 2 nd ...)	
4. Event Code (1= Annual meeting 2=MS defense 3=PhD Oral 4=PhD Defense)	

Assessment standard	Deficient (-1)	On track (0)	Exceeding (+1)
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.)			

Masters students are expected to progress in the first seven areas towards successful completion of their M.S. thesis approximately at the end of the second year. A mid-course Ph.D. student should have demonstrated ability to carry out guided research resulting in at least preliminary data and the ability to identify a novel problem and formulate hypotheses relevant to this problem. A Ph.D. graduate will have demonstrated the ability to make a novel impact on their field through their research and express these results and their broad importance in their dissertation and defense. On track is at expectation for a typical student in our program, while deficient / above represents a year or more behind / ahead of expectations.