# **Annual Research Progress Report for Ph.D. Students with Scoring Rubric**

**Student Name:**

**EMPL ID:**

**Discipline:**

**Date of Advisory Committee Meeting:**

**Number of Semester Credit Hours (SCH) in Individual Research and/or Dissertation:**

Fall 20      SCH:       Grade Assigned (from transcript):        
Spring 20      SCH:       Grade Assigned (from transcript):

Summer 20      SCH:       Grade Assigned (from transcript):

**Summary of Student’s Progress (completed by student prior to meeting):**

**Summary of Committee’s Feedback (completed by student after meeting):**

The student successfully completed BMSC 6100 in the last 12 months:

**Overall Evaluation (from Page 3):** Below Expectations Meets Expectations Exceeds Expectations

**Principles of Graduate and Professional Learning**

UNTHSC GSBS PhD Students will demonstrate the following abilities related to the research focus of the degree:

* Demonstrate the knowledge and skills necessary to identify and conduct original research
  + Method of acquisition: Didactic course work, journal clubs, attendance at research seminars, direct mentoring by faculty, studying grant proposals
  + Assessment of learning: Grades in course work, ability to pass cumulative preliminary examinations in the field, ability to pass oral qualifying examination; assessment by the major professor of laboratory performance, assessment by the advisory committee of progress made toward research goals
* Communicate high level information effectively
  + Method of acquisition: Attendance required at seminars by faculty and peers, presentation at information laboratory meetings and at formal seminars, mentored writing of grant proposals and manuscripts
  + Assessment of learning: Grades on formal seminar presentations based on outcome rubrics, publication of manuscripts, awarding of grants
* Think critically and creatively to solve problems
  + Method of acquisition: Attendance required at seminars by faculty and peers, presentation at information laboratory meetings and at formal seminars, writing research proposal for dissertation, writing dissertation
  + Assessment of learning: Grades on formal seminar presentations based on outcome rubrics, assessment of research proposal, publication of manuscripts, success in obtaining grant funding

**Doctoral Advisory Committee Meeting Evaluation Rubric  
Graduate Student Learning Outcome Comprehensive Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning Outcomes** | **Expectation** | **Below Expectations** | **Meets Expectations** | **Above Expectations** | **Not Applicable** |
| ***Knowledge*** | | | | | |
| Literature Review | Demonstrates comprehensive knowledge of current research in the field |  |  |  |  |
| Hypothesis/Objectives | Generates viable research question and a testable hypothesis |  |  |  |  |
| Evidence of Original Work | Literature search supports that the research is original |  |  |  |  |
| Research Methods | Applies appropriate research methods to address hypothesis |  |  |  |  |
| Core Competencies | Demonstrates knowledge of fundamental principles of Biomedical Sciences |  |  |  |  |
| ***Skills*** | | | | | |
| Teaching | Sharing knowledge with others in formal/informal settings |  |  |  |  |
| Mentoring | Seeking advice from and sharing advice with colleagues |  |  |  |  |
| Personnel and Management | Understanding of supervisory strategies and personnel procedures |  |  |  |  |
| ***Written Communication*** | | | | | |
| Organization | Trainee presents his/her ideas logically |  |  |  |  |
| Writing Techniques | Trainee demonstrates appropriate word-choice |  |  |  |  |
| Grammar and Syntax | Trainee applies appropriate rules of spelling, grammar and sentence structure |  |  |  |  |
| ***Oral Communication*** | | | | | |
| Organization | Trainee organizes their presentations logically |  |  |  |  |
| Presentation | Trainee organizes their presentations logically |  |  |  |  |
| Effective Utilization of Equipment | Trainee uses audio/visual aids effectively |  |  |  |  |
| ***Critical Thinking*** | | | | | |
| Analysis of Data | Analyses relate to conceptual framework |  |  |  |  |
| Interpretation of Results | Interpretation justified, not over- or under-drawn |  |  |  |  |
| Conclusions | Justified, based on appropriate statistics |  |  |  |  |
| ***Overall Evaluation*** | |  |  |  |  |

***Signatures (enter names of committee members in text field):***

|  |  |  |
| --- | --- | --- |
|  |  |  |
| *, Major Professor* |  | *, Co-Major Professor (if applicable)* |
|  |  |  |
| *, Committee Member* |  | *, University Member* |
|  |  |  |
| *, Committee Member* |  | *, Graduate Advisor* |
|  |  |  |
| *, Committee Member (if applicable)* |  | *,Department Chair* |
|  |  |  |

Approved by joint meeting of Graduate Council and Department Chairs  
March 2013