REPORT FOR BIOLOGY GRADUATE STUDENT COMMITTEE MEETING

(revised December 6 2024)

**This report must be completed by the graduate advisor and discussed with and provided to the graduate student. Graduate students must submit this completed document along with their annual IDP to the Graduate Program Director.**

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| --- | --- |
| **Student:** | **Meeting Date:** |
| **Major:** | **Minor:** |
| **Committee Chair:** |  |
| **Committee Members:** |  |
|  |  |
|  |  |
|  |  |
| **Committee Meeting (Circle One):** | **INTERIM QUALIFIER COMPREHENSIVE FINAL EXAM** |
| ***Student Degree (Circle One):*** | **PHD MS THESIS MS NON-THESIS** |
| ***Student is on track to complete degree by:*** |  |

**A. Overall Progress to the Degree (Circle One):** **Unsatisfactory\* Concerns Satisfactory \***

***\*If Unsatisfactory/Concerns include a remediation plan in section C:***

**B. Overall Proficiency Evaluation (Circle One): Deficient\* Emerging Proficient**

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| --- | --- | --- | --- | --- | --- |
| **Committee Consensus: Rank Student Proficiency in the Following\*:** | | | | | |
|  | **1 (least)** | **2** | **3** | **4** | **5 (most)** |
| **Foundational Knowledge** |  |  |  |  |  |
| **Communication Skills** |  |  |  |  |  |
| **Critical Thinking** |  |  |  |  |  |
| **\* see following page for guidance on ranking proficiency** | | | | | |

***\*If Deficient, include a remediation plan in section C:***

**C. Committee Comments and Suggestions for Future Directions**

**Student Signature/Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor Signature/Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Proficiency Rubric** | | | |
| **Learning Goal** | **1** | **3** | **5** |
| **Foundational Knowledge** | Student lacks an undergraduate-level understanding of fundamental concepts in biology (e.g. basic genetics, theory of evolution, process of cell division, etc.) Student has never read a paper in the primary biology literature | Student possesses an undergraduate level understanding of fundamental concepts in biology as well as a graduate-level understanding of some key processes and concepts in their focal field (e.g. genetics, cell biology, evolution, ecology, etc.). Student has read papers in the primary biology literature within their field and exhibits at least partial comprehension of the methods, results and significance described in these papers. | Student possesses a sophisticated, graduate-level understanding of fundamental concepts in biology as well as all key processes and concepts in their focal field (e.g. genetics, cell biology, evolution, ecology, etc.). Student reads the primary literature in their field fluidly and can discuss it comfortably with a faculty member. |
| **Communication Skills** | Student cannot present project plans in a coherent way. Student’s oral presentation and written document are sloppy, incomplete and confusing. | Student can present project plans, results and interpretation coherently, but oral presentation and written document contain errors or infelicities and do not meet professional standards. | Student gives an oral presentation of a quality appropriate for a professional meeting and can write a manuscript appropriate for submission to a peer-reviewed journal. |
| **Critical Thinking** | Student is not capable of moving through the steps of the scientific method (Observation/Question, Hypothesis, Experimental Design, Data Analysis, Draw Conclusion) in the context of their own research. Student is not able to identify flaws in flawed research (their own or others) or to logically troubleshoot methods when problems arise. | Student moves fluidly through most but not all of the steps of the scientific method in the context of their own research or struggles to critique research (their own or others) or to trouble shoot methods. | Student moves fluidly through all of the steps of the scientific method in the context of their own research and is able to critique research (their own or others) and to trouble shoot methods. |