

Friendly Reminder:

For your thesis defense, it is expected that you bring the following forms:

Faculty Evaluation of Graduate Student Learning Outcome (one for each committee member; see pages 2-3)

Written Dissertation Approval Form (see page 4)

Copy Right Form (see pages 5-6)

Graduate Student Self-Evaluation Experiences & Scholarship (see pages 7-8)

Graduate Student Self-Evaluation Learning Outcomes (see pages 9-10)

Annual Graduate Student Self Evaluation (see page 11)

Biochemistry PhD Graduation Questionnaire (see page 12)

Graduate Exit Interview Form (see page 13)

Updated CV or Resume (provide a copy to each committee member and one to Rafael)

Please note that the Final Exam Form for your defense will be email to your PI and Rafael from OGAPS. Your PI will be responsible for bringing the final exam form on the day of your defense.

Please return all forms to Rafael in BICH room 103C

Student Name: _____

Student UIN: _____

Dept/Major: _____

Degree Being Pursued: _____

Distance Education Student (Circle One): Yes / No

Product of Research, if Applicable (Circle One): Thesis / Dissertation / Record of Study

Faculty Evaluation of Graduate Student Learning Outcomes

Faculty Name: _____

Committee Role: (Co-)Chair __, Member __

Dept Affiliation: Inside __, Outside __

INSTRUCTIONS: This section should be completed for ALL students. Check the box most appropriate for this student.

	USE THIS DESCRIPTION TO CALIBRATE EXPECTATIONS					Not Observ able
	How well does the student meet your expectations in the following areas?	Well Above (5)	Above (4)	Meets Expectations (3)	Below (2)	
1 Exhibits a coherent understanding of discipline-specific knowledge?	Ideal clarity on critical concepts <input type="checkbox"/>	Strong clarity on critical concepts <input type="checkbox"/>	Articulates foundational concepts across the breadth of the discipline; distinguishes between opposing theoretical frameworks; some clarity <input type="checkbox"/>	Poor clarity on critical concepts <input type="checkbox"/>	No clarity on critical concepts <input type="checkbox"/>	<input type="checkbox"/>
2 Applies discipline-specific knowledge in a range of contexts to solve problems and make decisions?	Applies all relevant info; ideal resolution <input type="checkbox"/>	Applies most relevant info; strong resolution <input type="checkbox"/>	Applies relevant concepts to justify decisions; may not apply all relevant information; may not come to the ideal resolution <input type="checkbox"/>	Relies on some irrelevant info; poor resolution <input type="checkbox"/>	Relies on irrelevant info; incorrect resolution <input type="checkbox"/>	<input type="checkbox"/>
3 Uses a variety of sources and alternative views when critically evaluating ideas and information?	Ideal sources; considers all views; critical evaluation <input type="checkbox"/>	Strong sources; considers most views; some critical eval <input type="checkbox"/>	Sources used to evaluate are both relevant and applicable; student seeks multiple perspectives; information considered is generally thorough; some critical thought applied <input type="checkbox"/>	Mediocre sources; lacking viewpoints; little critical eval <input type="checkbox"/>	Poor sources; missing critical viewpoints; no critical eval <input type="checkbox"/>	<input type="checkbox"/>
4 Communicates effectively?	Crystal clear; seamless transitions <input type="checkbox"/>	Very clear; smooth transitions <input type="checkbox"/>	Central message is clear and consistent in written and oral form; ideas presented in logical order; transitions between ideas are adequate <input type="checkbox"/>	Lacking clarity or order; poor transitions <input type="checkbox"/>	Unclear; illogical; no transitions <input type="checkbox"/>	<input type="checkbox"/>
5 Teaches or explains the subject matter in their discipline to a range of audiences?	Ideal delivery; ideal for audience <input type="checkbox"/>	Strong delivery; well designed for audience <input type="checkbox"/>	Delivery techniques and language choices are appropriate for the audience; student has the ability to transition between different audiences; may not be flawless or smooth <input type="checkbox"/>	Mediocre delivery; somewhat appropriate for audience <input type="checkbox"/>	Poor delivery; inappropriate for audience <input type="checkbox"/>	<input type="checkbox"/>
6 Exhibits proficiency in technology appropriate to solve problems in their discipline?	Expert proficiency <input type="checkbox"/>	Advanced proficiency <input type="checkbox"/>	Demonstrates basic knowledge of, and basic proficiency in technology and tools specific to the discipline; may rely on others for some guidance <input type="checkbox"/>	Lacking proficiency <input type="checkbox"/>	No proficiency <input type="checkbox"/>	<input type="checkbox"/>
7 Chooses ethical courses of action in research or practice?	Addresses all ethical questions <input type="checkbox"/>	Addresses most ethical questions <input type="checkbox"/>	Recognizes ethical questions; attempts to apply ethical perspectives & concepts to research and practice <input type="checkbox"/>	Doesn't recognize all ethical questions <input type="checkbox"/>	Doesn't recognize any ethical questions <input type="checkbox"/>	<input type="checkbox"/>

Student UIN: _____

INSTRUCTIONS: The following section should be completed for MS-Thesis Option students & Doctoral Students completing a dissertation.

How well does the student meet your expectations in the following areas?		*USE THIS DESCRIPTION TO CALIBRATE EXPECTATIONS*				Not Observable	
		Well Above (5)	Above (4)	Meets Expectations (3)	Below (2)		Well Below (1)
8	Develops clear, hypothesis-driven, or data supported research plans?	Ideal clarity; well supported by data <input type="checkbox"/>	Strong clarity; well supported by data <input type="checkbox"/>	Articulates research questions supported by data, or relying on clear hypotheses; may not identify all complexities and nuances inherent to the proposed research <input type="checkbox"/>	Somewhat clear; mildly supported by data <input type="checkbox"/>	Unclear; unsupported by data <input type="checkbox"/>	<input type="checkbox"/>
9	Conducts valid, data-supported and theoretically consistent research?	Ideal controls, quality or reproducibility; ideal analysis <input type="checkbox"/>	Strong controls, quality or reproducibility; strong analysis <input type="checkbox"/>	Executes research with appropriate controls, sufficient quality and reproducibility, and valid analysis using methods appropriate to the discipline <input type="checkbox"/>	Poor controls, quality or reproducibility; Poor analysis <input type="checkbox"/>	No controls, quality or reproducibility; Incorrect analysis <input type="checkbox"/>	<input type="checkbox"/>
10	Effectively disseminates research results in appropriate contexts?	Expertly conveys relevance or applicability <input type="checkbox"/>	Conveys relevance or applicability with skill <input type="checkbox"/>	Information presented attempts to distill a large body of knowledge into relevant points; demonstrates relevance of completed research; articulates broader applicability of research <input type="checkbox"/>	Poor ability to convey relevance or applicability <input type="checkbox"/>	Unable to convey relevance or applicability <input type="checkbox"/>	<input type="checkbox"/>

11	Did this student pass his/her final defense? (Circle One)	Yes	No
12	Would you recommend that this student go on to a Ph.D. program or pursue a post-doc position? (Circle One)	Yes	No

Office of Graduate and Professional Studies



WRITTEN DISSERTATION (Ph.D., Dr.PH) OR
RECORD OF STUDY (Ed.D, D.En.) APPROVAL FORM

Student's Name:
(Name must match TAMU student records)

Degree (check one):
[] Ph.D. (Dissertation) [] Dr. PH. (Dissertation)
[] Ed.D. (Record of Study) [] DE.n. (Record of Study)

Date of Defense: (mm/dd/yy or Exempt): Today's Date (mm/dd/yy):

Anticipated Date of Graduation (Month Year):

Major Subject:

Dissertation or Record of Study Title:

We the undersigned duly appointed committee have read and examined this manuscript. We certify it is adequate in scope and quality as a dissertation or record of study for this doctoral degree and indicate our approval of the content of the document to be submitted to Thesis and Dissertation Services for processing and acceptance, OR we indicate our dissent below. A vote by all members of the committee with at most one dissension is required to pass.

Table with 2 columns: Approve, Disapprove. Rows for committee members.

Student Contact Information:

UIN

Student's Email Address

The student must submit this signed approval form and a PDF file of the thesis to Thesis and Dissertation Services for review. Students must clear Thesis and Dissertation Services within a year of their final defense. To graduate in a given semester, a student must meet the scheduled deadline for submittal of the signed approval form and the thesis in final form. The Office of Graduate and Professional Studies posts a calendar for each semester, and these dates must be observed.

PLEASE TAKE THIS ORIGINAL SIGNED APPROVAL FORM TO THESIS AND DISSERTATION SERVICES.

Jack K. Williams Administration Building – Room 112



**THESIS, DISSERTATION, AND RECORD OF STUDY
COPYRIGHT AND AVAILABILITY FORM**

Student's Name: _____ Student's UIN: _____

Degree: (check one) Master's Doctoral Date of Graduation (Month Year): _____

TAMU COPYRIGHT AGREEMENT

I hereby certify that, if appropriate, I have obtained and attached hereto a written permission statement from the owner(s) of each third party copyrighted matter to be included in my thesis, dissertation, or record of study (hereafter referred to as ETD), allowing distribution as specified below.

I certify that the version I submitted is the same as that approved by my advisory committee.

I hereby grant to Texas A&M University or its agents the non-exclusive license to archive and make accessible, under the conditions specified below, my thesis, dissertation, or record of study in whole or in part in all forms of media, now or hereafter known.

FERPA. To the extent this thesis, dissertation, or record of study is an educational record as defined in the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g), I consent to disclosure of it to anyone who requests a copy.

I retain all other ownership rights to the copyright of the thesis, dissertation or record of study. I also retain the right to use in future works (such as articles or books) all or part of this thesis, dissertation, or record of study.

ACKNOWLEDGMENT OF CONTENT STATEMENT

I hereby acknowledge that it is my responsibility to ensure the data and information presented in the ETD are correct and accurate, complying with copyright, Institutional Review Board and other applicable laws/requirements. Any errors therein are acknowledged as my own. I further admit that any optional/personal information exposed in the ETD was included willingly and knowingly. I understand once my ETD has been released to the University Libraries and/or ProQuest, I will not have access to it for corrections of any nature.

AVAILABILITY OPTIONS* (check one)

(Immediate Release) Release the ETD immediately for worldwide access on the Internet.

(Full Record Hold) Restrict all access to the ETD for **two years** for purposes of patent consideration, compliance with research contractual terms, etc., and then release the ETD for worldwide access on the Internet. **Please explain below.**

(Document Only Hold) Restrict access to the ETD document for **two years** for purposes of publication, etc., then release the ETD for worldwide access on the Internet. *(ETD metadata will be available during the embargo period).* **Please explain below.**

Explain the specific reason for selecting a hold, provide the status of any actions already taken to prepare for worldwide release, and include the anticipated plan/timeline for future actions (e.g., filing of patent disclosure form, etc.). Attach additional pages if needed:

*See reverse side for additional explanation of each hold type, as well as information regarding requests for extensions. Research/data which precludes releasing the ETD for open access, after a limited embargo period, should not be included in the ETD.

CHAIR/CO-CHAIR'S SIGNATURE

I have discussed the availability choices with my student, and I approve of the choice the student has made.

Chair or Co-Chair's Signature: _____ Date _____

STUDENT AVAILABILITY & COPYRIGHT AGREEMENT

I have read and fully agree to the TAMU copyright agreement regarding my ETD. I agree to the ETD availability option I selected above and understand the ETD will be released immediately following the expiration of the embargo period unless a written request for extension has been submitted and approved. I understand that the availability option is my choice and that there are publishing consequences to my selection.

Student's Signature: _____ Date _____

Texas A&M University
Electronic Theses and Dissertations (ETD)
How to Choose an Availability Option

Texas A&M University's Policy

All Texas A&M University Electronic Theses/Dissertations (ETDs) will be made available immediately after graduation worldwide on the Internet via Texas A&M University Libraries. Availability may be delayed temporarily for circumstances such as patent consideration, compliance with research contractual terms, publication issues, etc.

What comprises an ETD record?

An ETD record includes several elements, as noted below:

Metadata – Data which describe the ETD record. These include, but are not limited to, the title, abstract, author, committee, keywords, etc.

Document – The ETD primary document which describes the independent research study that was undertaken to partially fulfill requirements for the degree sought – generally a single PDF file.

Supplemental files – Files which accompany the ETD document, are intended for public access, and provide additional details of the research (e.g., data sets, movie clips, etc.).

License files – Files which describe the license signed by the student author at the time of submission, granting Texas A&M University (or other parties) certain, limited rights for use.

Administrative files – Files provided to the Office of Graduate and Professional Studies for administrative processing purposes and/or for purposes of being included as part of the graduate student record (e.g., Written Thesis/Dissertation Approval Form, Copyright & Availability Form, etc.). These files are not made available to the public along with the ETD record.

What is a “Full Record Hold,” and when would I choose it?

If you need the full ETD record to be withheld from public access due to patent considerations or to comply with research contractual terms, select the “Full Record Hold”. The ETD record (not including administrative files) will be released immediately after two years unless an extension is requested and approved. Do NOT include in the ETD research that would preclude worldwide release for an extended period of time or permanently (e.g., sponsored research, national security, personal risk).

What is a “Document Only Hold” and when would I choose it?

If you are submitting material to a publisher who has restrictive pre- or post-publication policies (e.g., restricts Internet access to material prior to publication), select the “Document Only Hold”. The ETD metadata will be made available for open access immediately following graduation via the Texas A&M University Libraries and ProQuest (for dissertations), but the document and supplemental files will be restricted during the embargo period. The ETD document and supplemental files will be released immediately after two years unless an extension is requested and approved.

How do I extend a hold?

A hold may be extended for up to two years (for the first extension) and then one year at a time for any additional extensions. The request must be made prior to expiration and appropriate justification must be included. Each request for extension will be reviewed on a case-by-case basis. Please complete and submit the “Request for Extension of Thesis/Dissertation Hold” form.

Graduate students and faculty (when sponsored research) bear responsibility for requesting extensions. For holds, the graduate student and faculty chair will be contacted by email prior to the expiration date of the hold. A timely response is important in order to extend the hold period. The full ETD record will be released following the expiration date if no response is received after several attempts to contact the graduate student and faculty chair.

For additional questions or concerns regarding availability options, please contact Thesis & Dissertation Services at thesis@tamu.edu or 979-845-3631.

Student Name: _____

Student UIN: _____

Graduate Student Self-Evaluation Experiences and Scholarship

Dept: _____

Major: _____

Distance Education Student (Circle One): Yes / No

Student Enrollment Status (Circle One): Part-time / Full-time

Degree Being Pursued: _____

Product of Research, if Applicable (Circle One): Thesis / Dissertation / Record of Study

Please provide the NUMBER of the following experiences you've had while in your CURRENT degree program:	DOMESTIC		INTERNATIONAL	
	Affiliated w/ Course	Not Affiliated w/ Course	Affiliated w/ Course	Not Affiliated w/ Course
1 Internship or field experience (knowledge is applied outside of the classroom; paid or unpaid)				
2 Study abroad (international) or study away (domestic) experience				
3 Development of creative works (e.g. multimedia development, curriculum development)				
4 Research experience (unrelated to thesis or dissertation research)				
5 Describe any major professional development experiences you've had during your program (e.g. internships, workshops you've attended, research lab assignments training you in new techniques, training programs through G.R.A.D. Aggies, training certificates you've obtained):				

Please provide the NUMBER of teaching experiences you've had while in your CURRENT degree program:	LECTURES		LABS	
	Total # of Different Courses	Total # of Sections	Total # of Different Courses	Total # of Sections
6 Responsible for instruction of a course lecture or lab (e.g. GAT)				
7 Assisted course instructor (e.g. GANT)				
8 Have you ever participated in a teaching development program through the Academy for Future Faculty (AFF) at TAMU? Yes <input type="checkbox"/> or No <input type="checkbox"/>				

Please provide the NUMBER of oral or poster presentations you've made while in your CURRENT degree program:	University or Department Events	Regional Scientific Meeting	National or International Scientific Meeting
	9 Oral presentations made at each of the following venues		
10 Poster presentations made at each of the following venues			

Please provide the NUMBER of publications or major writing achievements you've made while in your CURRENT degree program:	Submitted	Accepted, In-Press or Published
	11 Refereed or peer-reviewed scientific publications	
12 Non-refereed or editor-reviewed scientific publications		
13 Popular press articles		
14 Other writing intensive experiences		

Student UIN: _____

	Please provide the NUMBER of grant proposals or extramural funding (not scholarships or financial aid) you've been awarded while in your CURRENT degree program:	Internal (i.e. TAMU & TAMU Agencies)	External (i.e. Outside TAMU)
		Awarded	Awarded
15	Grant proposals up to \$5,000		
16	Grant proposals ranging from \$5,001 to \$20,000		
17	Grant proposals over \$20,000		

	Please provide data about the NUMBER of awards or competitive fellowships and/or scholarships you have received while in your CURRENT degree program:	Department-level	College-level	University-level	National or International
		18	Awards (teaching, research, or presentation)		
19	Competitive fellowships or scholarships (based on academic merit, not financial need)				
20	Please list any prestigious awards, fellowships or scholarships (if applicable):				

21	Please list any ethics training courses you have completed other than the ethics training for employees required of graduate assistants (e.g. IRB, IACUC, etc.):	
----	--	--

22	When did you begin your current degree program (semester and year)?	
23	When do you expect to graduate from your current degree program (semester and year)? Are there any major factors that have (or will) prolong your degree?	

24	List any professional organizations related to your discipline in which you are a member:	
----	---	--

25	Have you accepted a position of employment following graduation? Yes <input type="checkbox"/> or No <input type="checkbox"/>	Position Title: Employer: Anticipated Salary (Optional):
26	Do you plan to pursue additional education beyond this degree? Yes <input type="checkbox"/> or No <input type="checkbox"/>	Educational Goals:
27	If you answered yes above, have you been admitted into a graduate or professional school? Yes <input type="checkbox"/> or No <input type="checkbox"/>	Institution and Program Details:

Student Name: _____

Student UIN: _____

Graduate Student Self-Evaluation

Dept: _____

Learning Outcomes

Major: _____

Distance Education Student (Circle One): Yes / No

Degree Being Pursued: _____

Student Enrollment Status (Circle One): Part-time / Full-time

Product of Research, if Applicable (Circle One): Thesis / Dissertation / Record of Study

INSTRUCTIONS: Check the box most appropriate for your competency level.

	How well do you meet the following learning outcomes expected by TAMU?	*USE THIS DESCRIPTION TO CALIBRATE EXPECTATIONS*					
		Well Above (5)	Above (4)	Meets Expectations (3)	Below (2)	Well Below (1)	I Don't Know
1	Exhibits a coherent understanding of discipline-specific knowledge?	Ideal clarity on critical concepts <input type="checkbox"/>	Strong clarity on critical concepts <input type="checkbox"/>	Articulates foundational concepts across the breadth of the discipline; distinguishes between opposing theoretical frameworks; some clarity <input type="checkbox"/>	Poor clarity on critical concepts <input type="checkbox"/>	No clarity on critical concepts <input type="checkbox"/>	<input type="checkbox"/>
2	Applies discipline-specific knowledge in a range of contexts to solve problems and make decisions?	Applies all relevant info; ideal resolution <input type="checkbox"/>	Applies most relevant info; strong resolution <input type="checkbox"/>	Applies relevant concepts to justify decisions; may not apply all relevant information; may not come to the ideal resolution <input type="checkbox"/>	Relies on some irrelevant info; poor resolution <input type="checkbox"/>	Relies on irrelevant info; incorrect resolution <input type="checkbox"/>	<input type="checkbox"/>
3	Uses a variety of sources and alternative views when critically evaluating ideas and information?	Ideal sources; considers all views; critical evaluation <input type="checkbox"/>	Strong sources; considers most views; some critical eval <input type="checkbox"/>	Sources used to evaluate are both relevant and applicable; student seeks multiple perspectives; information considered is generally thorough; some critical thought applied <input type="checkbox"/>	Mediocre sources; lacking viewpoints; little critical eval <input type="checkbox"/>	Poor sources; missing critical viewpoints; no critical eval <input type="checkbox"/>	<input type="checkbox"/>
4	Communicates effectively?	Crystal clear; seamless transitions <input type="checkbox"/>	Very clear; smooth transitions <input type="checkbox"/>	Central message is clear and consistent in written and oral form; ideas presented in logical order; transitions between ideas are adequate <input type="checkbox"/>	Lacking clarity or order; poor transitions <input type="checkbox"/>	Unclear; illogical; no transitions <input type="checkbox"/>	<input type="checkbox"/>
5	Teaches or explains the subject matter in their discipline to a range of audiences?	Ideal delivery; ideal for audience <input type="checkbox"/>	Strong delivery; well designed for audience <input type="checkbox"/>	Delivery techniques and language choices are appropriate for the audience; student has the ability to transition between different audiences; may not be flawless or smooth <input type="checkbox"/>	Mediocre delivery; somewhat appropriate for audience <input type="checkbox"/>	Poor delivery; inappropriate for audience <input type="checkbox"/>	<input type="checkbox"/>
6	Exhibits proficiency in technology appropriate to solve problems in their discipline?	Expert proficiency <input type="checkbox"/>	Advanced proficiency <input type="checkbox"/>	Demonstrates basic knowledge of, and basic proficiency in technology and tools specific to the discipline; may rely on others for some guidance <input type="checkbox"/>	Lacking proficiency <input type="checkbox"/>	No proficiency <input type="checkbox"/>	<input type="checkbox"/>
7	Chooses ethical courses of action in research or practice?	Addresses all ethical questions <input type="checkbox"/>	Addresses most ethical questions <input type="checkbox"/>	Recognizes ethical questions; attempts to apply ethical perspectives & concepts to research and practice <input type="checkbox"/>	Doesn't recognize all ethical questions <input type="checkbox"/>	Doesn't recognize any ethical questions <input type="checkbox"/>	<input type="checkbox"/>

Student UIN: _____

INSTRUCTIONS: The following section should be completed if you are a MS-thesis option student or doctoral student completing a dissertation.

Check the box most appropriate for your competency level.

How well do you meet the following learning outcomes expected by TAMU?		*USE THIS DESCRIPTION TO CALIBRATE EXPECTATIONS*					I Don't Know
		Well Above (5)	Above (4)	Meets Expectations (3)	Below (2)	Well Below (1)	
8	Develops clear, hypothesis-driven, or data supported research plans?	Ideal clarity; well supported by data <input type="checkbox"/>	Strong clarity; well supported by data <input type="checkbox"/>	Articulates research questions supported by data, or relying on clear hypotheses; may not identify all complexities and nuances inherent to the proposed research <input type="checkbox"/>	Somewhat clear; mildly supported by data <input type="checkbox"/>	Unclear; unsupported by data <input type="checkbox"/>	<input type="checkbox"/>
9	Conducts valid, data-supported and theoretically consistent research?	Ideal controls, quality or reproducibility; ideal analysis <input type="checkbox"/>	Strong controls, quality or reproducibility; strong analysis <input type="checkbox"/>	Executes research with appropriate controls, sufficient quality and reproducibility, and valid analysis using methods appropriate to the discipline <input type="checkbox"/>	Poor controls, quality or reproducibility; Poor analysis <input type="checkbox"/>	No controls, quality or reproducibility; Incorrect analysis <input type="checkbox"/>	<input type="checkbox"/>
10	Effectively disseminates research results in appropriate contexts?	Expertly conveys relevance or applicability <input type="checkbox"/>	Conveys relevance or applicability with skill <input type="checkbox"/>	Information presented attempts to distill a large body of knowledge into relevant points; demonstrates relevance of completed research; articulates broader applicability of research <input type="checkbox"/>	Poor ability to convey relevance or applicability <input type="checkbox"/>	Unable to convey relevance or applicability <input type="checkbox"/>	<input type="checkbox"/>
11	Did you pass your final defense? (Circle One)					Yes	No

Annual Graduate Student Self Evaluation

Department of Biochemistry and Biophysics, Texas A&M University

The following information and a current CV/Resume is to be provided to your committee on the day of your committee meeting. Please submit the form and CV/Resume to the Graduate Programs Office in Bio/Bio 103C after your meeting.

Student _____ Date entered PhD program _____

Report date _____

Committee Chair _____ Co-Chair (if Applicable) _____

Number of publications or other major writing achievements while in current degree program.	In prep	Submitted	Accepted/ published
Refereed publications			
Non-refereed publications			
Other (specify)			
Number of oral or poster presentations at scientific meetings while in current degree program.	National International	Regional Meeting	Dept/Univ Research Competition
Oral presentations			
Poster presentations			
Grant proposals that you have submitted or have been awarded (excluding scholarships & financial aid), while in current degree program. Specify funding source and award amount.			
Departmental or other TAMU (e.g. travel grants)	Funding source	Award amount	
External			
Teaching experiences while in current degree program	Total # different courses	Total # semesters	
As Bio/Bio TA			
Other			
Research experiences unrelated to dissertation research while in current degree program, e.g. internships or Study Abroad:			
Awards (specify)	Departmental	College-level	University level
			National/International
Rate your proficiency in the following areas	Proficient	Acceptable	Developing
Literature or publication searches			
Statistical analysis			
Collaborative writing and or presentation tools			
Software & technology within your discipline			
(specify which software/technology)			

**Department of Biochemistry & Biophysics
Graduate Exit Interview
Program Evaluation**

Student Name: _____

Committee Chair: _____

Student UIN: _____

Committee Co-chair: _____

Graduation Date: _____ Degree: _____

Date form completed: _____

How well did the Bio/Bio graduate program meet your expectations in the following areas?	Above Expectations	Meets Expectations	Below Expectations	Not Observable
Nurtured development of a coherent understanding of discipline-specific knowledge?				
Learned to apply discipline-specific knowledge in a range of contexts to solve problems & make decisions?				
Learned to apply a variety of sources and evaluate multiple points of view to analyze and integrate information?				
Learned to communicate more effectively?				
Learned to teach or explain the subject matter in discipline to a broad range of audiences?				
Learned technology appropriate to solve problems in discipline?				
Were taught ethical courses of action in research and practice?				
Learned to develop clear, hypothesis-driven research plans?				
Learned to conduct valid, data-supported and theoretically consistent research?				
Learned to effectively disseminate research results in appropriate contexts?				

What do you think are the strengths of the Bio/Bio grad program?

What needs to be improved, added or removed?