



University of Pittsburgh
Department of Biological Sciences
Graduate Programs in EE and MCDB

Mid-Year Evaluation for First-Year Students

Faculty form: This form is to be completed by the faculty serving as interim advisor for the first-year student. The faculty should consider filling out the form with the student or before meeting with the student and go through the form together reviewing both the faculty evaluation and the student self-evaluation. Modifications can be made by the faculty before submitting.

Student's Name				
Graduate Program	EE	MCDB	Other:	
Interim Advisor				
Date of the meeting				
Is the student's current performance on par with the Program expectations?	Certainly	Largely	Marginally; significant improvements needed	No

Detailed evaluation form.

Category		Outstanding	Above expectations	Meets expectations	Below expectations	Unsatisfactory
Research rotations	Outstanding Above exp. Meets exp. Below exp. Unsatisfactory	Excellent rotation evaluation and seminar.	Good rotation evaluation and seminar.	Rotation evaluation and seminar were on par for program expectations.	Some issues with the rotation evaluation and the seminar.	Major deficits with rotation and the seminar.
Formal Course(s)	Outstanding Above exp. Meets exp. Below exp. Unsatisfactory	Excellent grades. Midyear GPA is at or close to 4.0.	Good scores. Midyear GPA is at or above 3.5.	Positive scores. Midyear GPA is above 3.0.	Poor scores. Midyear GPA is at or below 3.0.	Scores below 3; most grades are B- and below.
Literature/ Seminar course(s)	Outstanding Above exp. Meets exp. Below exp. Unsatisfactory	Consistent record of participation and activity; asks questions, generates ideas and stimulates discussion. Grades are A and above.	Good record of participation and activity; asks questions and participates in discussion. Grades are A- and above.	Some record of participation and activity; some questions and discussion. Grades are B and above.	Poor or sporadic participation and activity; few questions and discussion. Grades are B and below.	No record of participation. Grades are B- and below.
Ethics and Communication course(s)	Outstanding Above exp. Meets exp. Below exp. Unsatisfactory	Consistent record of participation and activity; asks questions, generates ideas and stimulates discussion. Grades are A and above.	Good record of participation and activity; asks questions and participates in discussion. Grades are A- and above.	Some record of participation and activity; some questions and discussion. Grades are B and above.	Poor or sporadic participation and activity; some questions and discussion. Grades are B and below.	No record of participation. Grades are B- and below.

Participation in Departmental Retreat	Outstanding Above exp. Meets exp. Below exp. Unsatisfactory	An exceptionally active participant; asked questions, generated ideas and stimulated discussion.	Good record of participation and activity; asked some questions and participated in some discussion.	Some record of participation and activity; some questions and discussion.	Poor or sporadic participation and activity; some questions and discussion.	No record of participation.
Attendance at Monday Departmental Seminars	Outstanding Above exp. Meets exp. Below exp. Unsatisfactory	Attended all seminars.	Attended most seminars.	Skipped several seminars.	Skipped most seminars.	Only rarely attended seminars.
Attendance at research noon seminars	Outstanding Above exp. Meets exp. Below exp. Unsatisfactory	Attended all seminars.	Attended most seminars.	Skipped several seminars.	Skipped most seminars or attended and was usually working on computer on phone.	Only rarely attended seminars or attended and never paid attention.
Overall assessment	Outstanding Above exp. Meets exp. Below exp. Unsatisfactory	Clearly excels and stands out in all components of assessment.	Excels in most components of assessment and stands out in a number of them.	Upward trajectory. All components are on par with the program expectations.	Clearly identified deficits in some components. Discussed and taking steps to improvement.	Trajectory is uncertain. Path to improvement is unclear or a discussion of the path has not been productive.

Detailed evaluation narrative.

Include specific examples of key components of this assessment.

For assessment criteria that fail to meet expectations, detail the strategy the student should take to rectify the weaknesses.

Detail/list evidence of enthusiasm and persistence.

What can be improved moving forward.

Additional comments to student

Guidelines

This report must be completed by the Interim Advisor. Return the completed Word document (not a PDF or paper copy) to Cathy Barr (cbarr@pitt.edu), who will forward it to the DGS and the interim advisor. Detailed evaluation form and narrative and the General Comments for Student section will be forwarded to the student by Cathy Barr, but it is expected that the Advisor discuss the report with the student in person.