

ANNUAL STUDENT EVALUATION FORM

Student's Name _____ Year: _____ Date: _____

This form summarizes the faculty's evaluation of your progress and performance over the past academic year. Benchmarks for a student that "Meets expectations", which is the typical rating for appropriate progression to degree, are outlined in the SAR rubric. To be rated as "Exceeds Expectations" in a domain, the student must have excelled in that domain. "Needs improvement" indicates that there is some deficiency or a minor concern, which the faculty believes is readily addressable and may warrant formal or informal remediation. "Unsatisfactory" indicates a more persistent or severe concern and will usually involve a formal remediation plan and/or other corrective action. N/A indicates that the domain is not applicable for that student in that year (e.g., teaching, clinical).

Active Development of Research Skills & Contributions to Science:

____ Exceeds expectations ____ Meets expectations ____ Needs Improvement ____ Unsatisfactory ____ N/A

Academic Performance & Rate of progress in completing program requirements:

____ Exceeds expectations ____ Meets expectations ____ Needs Improvement ____ Unsatisfactory ____ N/A

Development of Effective Teaching Skills and Competencies:

____ Exceeds expectations ____ Meets expectations ____ Needs Improvement ____ Unsatisfactory ____ N/A

Professional & Ethical Behavior:

____ Exceeds expectations ____ Meets expectations ____ Needs Improvement ____ Unsatisfactory ____ N/A

Summary Review

Summary of strengths and achievements based on rubric.

Summary of concerns raised and/or suggestions for continued professional growth.

Signatures:

Advisor

Date

Student

Date

Your signature indicates that you have received the evaluation, and does not necessarily indicate agreement. You are welcome to write a response, which will be included in your file with the evaluation.

Copies to: Student, Advisor, Program file

Annual Student Evaluation Rubric

This rubric provides a guide for students in the doctoral program in psychology at UA. The faculty will use this rubric to evaluate students at the end of each academic year. In each domain [research, teaching, program, professional/ethical, clinical], a student will receive a rating. **This table outlines the expectations for ‘Meets expectations’**, which is the typical rating for appropriate progression to degree. While faculty do student reviews holistically, and consider unique circumstances and extenuating circumstances, the benchmarks for “meets expectations” is the minimum standard expected in the program. Thus, students should try to fulfill each criterion. For example, under Research, there are three general activities expected related to lab involvement, progress on milestones, and dissemination (and one extra point if you’re a GTA). All activities should be done for a rating of Meets expectations.

Meets Expectations

Research Skill/Science	Teaching Skill	Program Requirements/Academic Achievement	Professional & Ethical Behavior
<ul style="list-style-type: none"> Take initiative in lab as indicated by active participation in lab meetings and collaboration in ongoing projects Consistent engagement in and progress toward relevant milestones (thesis, dissertation) Consistent engagement in and progress toward dissemination of research (publishing, conference presentations). <i>Suggestion: Y2 and beyond at least one product (manuscript, book chapter, grant proposal) submitted or published annually (lead or co-author)</i> If GRA, then reliably meets deadlines and expectations 	<ul style="list-style-type: none"> Appropriately prepares for lectures and assignments Appropriate recordkeeping and adherence to confidentiality of students’ data Reliably meets grading deadlines (TA) Creates an environment conducive to learning and communicates appropriately high expectations Considers feedback from students, instructor, or supervisors 	<ul style="list-style-type: none"> All As and Bs in coursework Taking courses that expand needed skills where relevant “On Track” for year in program based on the sequence below 	<ul style="list-style-type: none"> Interacts respectfully across multiple professional roles Demonstrates integrity and follows professional ethical principles (e.g., scholarship, authorship, grievances, clinical placements) Is timely, clear in communication, and receptive to feedback Takes initiative and is engaged professionally (e.g., departmental involvement, professional leadership) Shows professional independence commensurate with career stage (e.g., develops professional identity, proactive opportunity-seeking)

Experimental “On Track” with Program Milestones:

Y1: Active engagement in thesis proposal development

Y2: Thesis proposed by year-end

Y3 Fall: Thesis defended by end of Fall

Y4 Fall: Dissertation mini-meeting complete

Y4 Spring: TOP complete by year-end

Y5: Dissertation proposed

Y6: Dissertation defended by year-end

Other useful notes on performance expectations and milestone policies:

1. **Grades** below "C" count in computing the GPA but do not carry credit toward a degree. Academic dismissal occurs if students: a) accumulate 3 C's or b) GPA falls below 3.0 (academic warning, not eligible for assistantships), and does not improve after 12 more hours. Relevant link: <https://catalog.ua.edu/graduate/about/academic-policies/scholastic-requirements/>
2. **ToP:** Need to submit your thesis to the Graduate School (not just defend) by the summer deadline (~7/1) for Fall ToP participation and the fall deadline (~10/30) for Spring ToP participation
3. **Doctoral plan of study:** filed no later than the semester in which 30 semester hours will be completed/transferred
4. Required to wait **8 weeks** between the mini dissertation planning meeting and the prelim (e.g., dissertation proposal)
5. **Dissertation credit registration.** Register for PY 698 after thesis but before mini. Register for PY 699 after mini and until you defend, min. of 18 credits required.