

**The University of Texas School of Biomedical Informatics at Houston
Advance to Candidacy Exam: Faculty Evaluation Form**

Student Name: _____

Date of Exam: _____

Advisory Committee members: _____(Chair) _____

This form is to be completed by the Chair with input from the committee. The evaluation should be based on both the written proposal and the oral defense. **Please return the complete form to: Jaime.N.Hargrave@uth.tmc.edu or SBMI Office of Academic Affairs, UCT 650.**

	Poor (1)	Developing (2)	Good (3)	Outstanding (4)	Overall Score
Knowledge	<input type="checkbox"/> Poor breadth and depth of understanding of the area of study; <input type="checkbox"/> Difficulty evaluating background literature; <input type="checkbox"/> Difficulty understanding implications of existing research;	<input type="checkbox"/> Limited breadth or depth (but not both) of the subject; <input type="checkbox"/> With some help, could synthesize and evaluate background literature. <input type="checkbox"/> Limited understanding of implications of existing research.	<input type="checkbox"/> Sufficient breadth and depth of understanding; <input type="checkbox"/> Could identify and discuss key background for the study; <input type="checkbox"/> Some attempts at discussing implications of most important research findings.	<input type="checkbox"/> Solid breadth and depth of knowledge; <input type="checkbox"/> Able to integrate information from multiple sources. <input type="checkbox"/> Able to describe, discuss, critically evaluate relevant background information; <input type="checkbox"/> Could draw clear conclusions from and discuss implications of most important research findings.	1 2 3 4
Research questions	<input type="checkbox"/> Research questions are unfocused; <input type="checkbox"/> No hypothesis is provided; <input type="checkbox"/> No rationale is provided;	<input type="checkbox"/> Able to formulate purposeful research questions, but has difficulty explaining rationale; <input type="checkbox"/> Hypotheses are imprecise/poorly stated; <input type="checkbox"/> Significance of hypotheses is unclear;	<input type="checkbox"/> Hypotheses and research questions are well-stated with adequate rationale; <input type="checkbox"/> Significance of hypotheses and research questions is clear and well stated;	<input type="checkbox"/> Very significant and novel hypotheses/research questions; <input type="checkbox"/> Strong, clear rationale for hypotheses/research questions;	1 2 3 4
Research Design and Methods (Technical Skills if applicable)	<input type="checkbox"/> Study design not clear; No research method is specified; <input type="checkbox"/> Limitations of methods not understood or discussed; <input type="checkbox"/> Have no technical skills to carry out the research.	<input type="checkbox"/> Study design is explained, but lacks theoretical support; <input type="checkbox"/> Rationale for selected research methods is not well established; <input type="checkbox"/> Awareness of some weaknesses in research design; <input type="checkbox"/> Some awareness of alternative approaches; <input type="checkbox"/> Have limited technical skills to carry out the research project.	<input type="checkbox"/> Study design and selected methods are generally sufficient to address the hypotheses but need some modification; <input type="checkbox"/> Could identify strengths and weaknesses of research design and methods; <input type="checkbox"/> Demonstrates understanding of alternative approaches; <input type="checkbox"/> Have sufficient technical skills to carry out the research project.	<input type="checkbox"/> Able to identify and logically discuss strengths and weaknesses of research design and methods; <input type="checkbox"/> Understands the theory and practice of the methods; <input type="checkbox"/> Appropriately compared and discussed alternative research approaches; <input type="checkbox"/> Have advanced technical skills to conduct the study.	1 2 3 4

<p>Preliminary Data Analysis and Discussion of Results</p>	<input type="checkbox"/> Data not analyzed or not presented in a coherent fashion, no insight in analyzing data at deeper level shown. <input type="checkbox"/> Results not interpreted or not interpretable;	<input type="checkbox"/> Data presentation is unclear and incoherent in some cases, little insight into meaning of data; <input type="checkbox"/> Results interpreted, but serious flaws in analysis approach.	<input type="checkbox"/> Data analysis and presentation clear and understandable, some evidence of deeper interpretation and analysis of data; <input type="checkbox"/> Interpretation consistent with data.	<input type="checkbox"/> Data presentation is highly organized and clear, deep analysis and understanding of all the data and their implications; <input type="checkbox"/> Results clear and very well explained.	<p>1 2 3 4</p>
<p>Communication</p>	<input type="checkbox"/> Disorganized slides and/or write-up with grammatical errors; <input type="checkbox"/> Arguments are incomplete or poorly organized; <input type="checkbox"/> Did not understand/address the questions asked; <input type="checkbox"/> Poor English language skills;	<input type="checkbox"/> Slides or write-up not very clear; <input type="checkbox"/> Oral presentation was clear, but student had to read the slides most of the time; <input type="checkbox"/> Arguments are logical and organized; <input type="checkbox"/> Understood most of the questions but provided only partial answers; <input type="checkbox"/> Spoken English was, for the most part, understandable;	<input type="checkbox"/> Write-up and slides largely well written; <input type="checkbox"/> Some discontinuities during the oral presentation; <input type="checkbox"/> Arguments are articulated and well organized; <input type="checkbox"/> Understood questions and provided adequate answers; <input type="checkbox"/> Could be readily understood;	<input type="checkbox"/> Slides and write-up clearly written in the appropriate format; <input type="checkbox"/> Poised and polished in the oral presentation; <input type="checkbox"/> Understood the questions and provided clear, thorough answers; <input type="checkbox"/> Took the discussion to a higher level;	<p>1 2 3 4</p>

Additional comments:
