



Graduate Student Colloquium Evaluation Form

Name of Speaker: _____

Date: _____

Instructions: Please review the below categories and select the descriptions that apply to the speaker's talk. Additional comments are welcomed and encouraged!

Type of Talk: Review of Journal Article Report on speaker's research

Review by: Faculty member Researcher Student Other: _____

PLEASE MARK ALL THAT APPLY!!!

<p style="text-align: center;">STUDENT'S SPEAKING STYLE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Great, confident speaking style! <input type="checkbox"/> Good; only small improvements needed <input type="checkbox"/> Spoke too fast OR <input type="checkbox"/> Spoke too slow <input type="checkbox"/> Nervous speech and/or sounded unprepared <input type="checkbox"/> Hard to understand (mumbling, etc.) <input type="checkbox"/> Speech too colloquial, lacked professionalism <input type="checkbox"/> Lots of "Umms" (or other filler words) <input type="checkbox"/> Lacked enthusiasm and/or excitement 	<p>Additional Comments:</p>
<p style="text-align: center;">STRUCTURE AND ORGANIZATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Great! Logically Structured! <input type="checkbox"/> Good; only small improvements needed <input type="checkbox"/> Not logically organized; weak structure to topics <input type="checkbox"/> Skipped around; had to flip back to previous slides <input type="checkbox"/> Summary ill-used, did not sum up talk <input type="checkbox"/> Connection between problem and results not clear. <input type="checkbox"/> Very little introduction, no problem outlined 	<p>Additional Comments:</p>
<p style="text-align: center;">CONTEXT OF THE TALK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Great! Significance is clear! <input type="checkbox"/> Good; only small improvements needed <input type="checkbox"/> Implications of work unclear <input type="checkbox"/> More background information needed <input type="checkbox"/> Lacked appropriate "big-picture" view <input type="checkbox"/> Missing reference to recent/important literature 	<p>Additional Comments:</p>
<p style="text-align: center;">CONTENT AND COMMUNICATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Great! Key message delivered! <input type="checkbox"/> Good; only small improvements needed <input type="checkbox"/> Content too basic (or technical) for this audience <input type="checkbox"/> Too many facts/equations; detracted from key points <input type="checkbox"/> Key points unclear (more articulation needed) <input type="checkbox"/> Level of jargon and/or use of hyperbole confusing 	<p>Additional Comments:</p>

<p style="text-align: center;">USE OF VISUAL AIDS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Great! Visual aids used well! <input type="checkbox"/> Good; only small improvements needed <input type="checkbox"/> Distracting colors and/or fonts <input type="checkbox"/> Text/figures too small or big. <input type="checkbox"/> Not enough/too much information on slides <input type="checkbox"/> Image quality of images/figures poor <input type="checkbox"/> Figures (and/or axes) not well explained 	<p>Additional Comments:</p>
<p style="text-align: center;">CRITICAL ANALYSIS <i>(if the talk reviews a journal article)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Great! A true evaluation! <input type="checkbox"/> Good; only small improvements needed <input type="checkbox"/> Only described or explained the article (no analysis) <input type="checkbox"/> Importance to current/future studies not clear. <input type="checkbox"/> Article had a major weakness that was not addressed <input type="checkbox"/> Journal article's assumptions poorly articulated 	<p>Additional Comments:</p>
<p style="text-align: center;">HANDLING OF QUESTIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Great! Helpful, clear responses! <input type="checkbox"/> Good; only small improvements needed <input type="checkbox"/> Questions were not resolved well <input type="checkbox"/> Speaker did not allow person to finish question <input type="checkbox"/> Seemed nervous about answering questions <input type="checkbox"/> Impolite or not gracious to questioner 	<p>Additional Comments:</p>
<p style="text-align: center;">DECORUM AND SPEAKER MECHANICS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Great! Professionally executed! <input type="checkbox"/> Good; only small improvements needed <input type="checkbox"/> Little to zero eye contact with audience <input type="checkbox"/> Not dressed appropriately <input type="checkbox"/> Too much moving around, distracting <input type="checkbox"/> Talk too short/long. <input type="checkbox"/> Read directly off slides, did not engage audience 	<p>Additional Comments:</p>

OTHER COMMENTS ARE ENCOURAGED HERE:

PTYS/LPL Graduate Program Assessment

This form is an essential tool in our university-mandated effort to assess graduate training. These data will not be used in any way to evaluate individuals, but will be aggregated to assess our program's success in fostering the four learning outcomes listed below. The same benchmarks should be used for beginning and advanced students. Low scores for beginning students are interpreted as a reflection of their recent entry into the program. Similarly, high marks for advanced students indicate success in achieving the learning objectives and complementary goals for our graduate training as outlined below.

Student name: _____ Date: _____

Degree: M.S. Ph.D.

Type of Meeting: Committee meeting/Dissertation Progress Report Oral Comprehensive Exam Final defense

1 = lowest; 5 = highest; n/a = not applicable

The student demonstrates a broad, quantitative understanding of planetary sciences. ¹	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	n/a
The student demonstrates an in-depth understanding of a subfield related to planetary sciences (minor).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	n/a
The student demonstrates the ability to design, conduct, and document an independent research project that generates results that can be published in the peer-review literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	n/a
The student effectively evaluates the scientific literature essential to the student's research area and articulates how his/her research is related to and advances the discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	n/a
The student effectively communicates their research to his/her peers and/or colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	n/a
The student effectively communicates their science to a broader audience, including its basic aspects to a lay person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	n/a
The student has gained sufficient experience to teach a university-level course in their area of expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	n/a
The student has successfully mentored junior colleagues and/or research technicians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	n/a
The student will successfully compete for a job requiring the skills of a professional scientist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	n/a

¹Planetary sciences includes, but is not limited to, fundamental geological, physical, chemical, and biological processes associated with the Sun, planets and their moons, other Solar System objects, and objects orbiting other stars.

PTYS/LPL Graduate Program Assessment

This form is an essential tool in our university-mandated effort to assess graduate training. These data will not be used in any way to evaluate individuals, but will be aggregated to assess our program's success in fostering its main learning outcomes and complementary goals.

This form is to be filled out by the student, and submitted to the committee chair before leaving the exam.

Student name: _____ Date: _____

Degree: M.S. Ph.D.

Type of Meeting: Dissertation Progress Report Oral Comprehensive Exam Final defense

The student has submitted/published papers (including the #).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	yes	no	n/a	#
The student has attended conferences where their research was presented (either poster or oral presentation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	yes	no	n/a	#
The student has received external fellowships/research grants/funding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	yes	no	n/a	#
The student has established or participated in intra- and/or extra-mural collaborations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	yes	no	n/a	



UA SCIENCE

LUNAR & PLANETARY LABORATORY

Supervisor's Individual GTA Performance Evaluation

Graduate Teaching Assistant/Associate

GTA First Name *

GTA Last Name *

Semester *

Year *

Course *

Supervising Professor First Name *

Supervising Professor Last Name *

Previous Training/Teaching Experience as a GTA *

Teaching Category *

Supervisor's Evaluation of GTA

Scored from 1 (poor) to 5 (excellent)

Keeping class records *

Mastery of subject matter *

Scoring exams, exercises, papers *

Constructing exams *

Preparation (media, written, materials, practicing) *

Writing class syllabus *

Lecturing and number of lectures by GTA *

Laboratory, studio instruction *

Teaching with team, under supervision *

Speaking fluency: English as a second language *

Speaking fluency in field of study *

Professional demeanor and appearance *

Holds office hours; other individual *

Other *

OVERALL EVALUATION *

Independent Evaluations *

Please give 1-2 sentence summary

Note: This evaluation form will not be sent to the Graduate College unless the student has received an overall rating of Unsatisfactory. In the event of an overall rating of Unsatisfactory, a copy of this form will be forwarded to the Graduate College. The department will complete and return the GTA record spreadsheet when the department submits final grades, or by the end of each semester.