**Excerpts from Faculty Evaluations of Students whose work was weak**

Nissa has worked carefully and rather conscientiously in the program these two quarters. This evaluation will be organized according to the learning objectives stated in the program description.

Judging from Nissa's writing, she read most of the seminar texts critically throughout the quarter. She entered the program in the fall with a sound command of writing fundamentals that has improved over the past two quarters. Early in the fall quarter, she was encouraged to work on improving the mechanics of her writing, especially writing in the passive voice. It was obvious by reading her papers that she had interesting ideas and insights but struggled to find the words to express them in written form. Two quarters later, it is apparent that she took seriously the task of improving her writing skills. Examining her most recent seminar papers, it is clear that her ability to identify themes in a text and to support a thesis have developed considerably. She is to be commended for her efforts. Of note, she also produced a couple of complex and resonant mixed media pieces instead of a writing assignment on themes from our readings, exploiting the expressive power of raw materials effectively.

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Jed is a bright individual who achieved a mixed record in the Molecule to Organism program. Jed’s greatest strength has been her deep intellectual inquisitiveness. He often asked penetrating questions and made daring connections. He showed a solid performance in many parts of the program because of his impressive analytical abilities. Yet, Jed could have been even more productive in his learning, had he been able to exercise greater self-discipline meeting his program obligations. His attendance at lectures, workshops, and seminars were variable, and his absences affected his participation in discussions and performances on exams.

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Over the course of the fall quarter, Jane’s cell biology performance has been variable. This is evidenced by her exam results. While her midterm score was fair, she failed to demonstrate minimum comprehension of the material on the final exam. She has the potential to do better if she focuses on developing a more extensive vocabulary and a better understanding of details of the main aspects in cell biology. In addition, she should make better use of available resources including faculty, tutors and the Quantitative Resource Center in order to understand complex material. Additionally, Nancy often submitted material late or that was incomplete. She needs to become more serious about her education and more organized in her work and study habits.

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Without question, Hilda is an intelligent individual with promising academic potential. That said, I believe that she has the ability to accomplish more than she did this quarter. Although she hit the ground running at the beginning of the quarter, she barely limped to the finish line at the end.Her participation in seminar and her writing were her strongest areas. She is encouraged to find an area that captures her imagination and passion and to pursue it with vigor.

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Finn has worked very hard to develop an understanding of the basic concepts of biology, chemistry, history and philosophy of science covered this quarter and has had mixed success. While he regularly handed in detailed homework assignments and seemed to have a grasp of the material in biology and history of science, he struggled with some aspects of chemistry and to date does not have a firm understanding of that material. His biggest stumbling block was his weak quantitative skills. That said, Finn worked extremely hard to overcome this. He was a constant presence in the Quantitative Reasoning Center and regularly worked with a tutor. He is strongly encouraged to continue to work on this area in future programs.

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Thomas is a bright student and he initially seemed interested in the material covered in the Forensics program. Yet, Thomas could have been more productive in his learning had he been able to exercise greater self-discipline meeting program commitments. His attendance and punctuality were often variable and affected his performance in the program. What follows is an evaluation of his work this quarter organized by the learning objectives listed in our program description.

When Thomas attended seminar, he regularly contributed to the topic under discussion, often making constructive contributions to the conversation. During the seminar time, he listened, raised interesting questions, and contributed sensibly and respectably to the conversation indicating good collaborative learning skills.

Over the course of the quarter, Thomas’ performance in the program in the forensic science part of the program has been mixed. His midterm exam indicated a limited understanding of the material covered. On the final exam, he improved slightly. Though he seemed to grasp the big picture, he failed to demonstrate a deep understanding of the nuances of forensic techniques and how they are applied. His lab notebook has shown slight improvement over the past ten weeks, although he missed three of the nine labs.

In forensic anthropology, Thomas’ performance again suffered from variable attendance. He participated in only four of the eight labs. Of the four labs he did carry out, two were incomplete. His exam responses indicated only a rudimentary grasp of the concepts presented. In his lab notebook, his descriptions were quite vague and lacked detail.

Thomas has the potential to be a solid student if he focuses on his studies and avoids outside distractions. I encourage him to find an area he is interested in and make a commitment to put forth his best effort.