

EVALUATION RUBRIC FOR ASBMB ACCREDITATION

Renewal Categories					
Critical	Desirable	Feedback Only			
Addressing prior concerns					
Infrastructure Categories					
Critical	Desirable	Feedback Only			

Laboratory facilities



Category (Application Section)	Strong	Appropriate	Improvement Needed	Unsatisfactory
RENEWALS				
Addressing prior		All prior weaknesses and/or	Describes how most	
concerns		concerns have been fully	previously noted weaknesses	
		remediated and described in	and/or concerns have been	
		both the cover page of the	addressed in the program.	
		application as well as any	However, not all weaknesses	
		corresponding section of the		
		application.	and a plan of action to	
			address remaining issues has	
			not been provided	



INFRASTRUCTURE

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	Degrees awarded		[Program awards 3 or more	Program awards fewer than		
	(1.8)		degrees per year]	3 degrees per year		
			OR	AND		
			[(Accommodations made to	curriculum lacks provisions		
			engage BMB majors with	for engaging BMB majors		
			other STEM students so as	with other STEM students,		
			to provide communication	especially during years 3 &		
			and team-building	4		
			experiences) AND (Program	OR		
			articulates commitment to	Small/declining student		
			continuing program or	numbers adversely affect		
			outlines realistic plans for	course availability and		
			increasing the number of	faculty commitment to		
			students enrolled.)]	program.		
	Laboratory facilities	Students work in pairs	l	1	1	<u>.</u>
	(2)	(with the exception of				
		exercises intentionally				
		designed as team-building				
		experiences). Equipment				
		exceeds "Appropriate";				
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		remembered respenses and from a		commence of the desired of the original of the		,



Safety programs (3.1)

All 4 training requirements (formal training for: students in lab courses; students doing independent research; faculty and staff initial; faculty and staff refresher) and assessments are in place for all four types of training. Faculty and staff refresher training occurs at least every 3 years.

Formal safety training for all groups is provided, but not all assessed. However, a corrective plan to implement assessment where missing has been provided.

OR

If training and assessment is in place for all four categories, faculty and staff refresher training does not occur as frequently as every 3 years but does occur at least every 7 years.

Some component(s) of safety training, including faculty and staff refresher training at least every 7 years, and assessment of such 12-0012475.56523.2 Tm [(s(a)4 ([(fa)1 (1fi4 (s)-1 t)]



Faculty – number and expertise (5.1, 5.2, 5.3)

Three or more BMB faculty. Faculty expertise is representative of both biology and chemistry. Biology and chemistry expertise is relevant to BMB.

faculty



CURRICULUM				
Experiential learning – quantity & breadth (6.3, 6.5)	400 hours across STEM, integrated across courses.	400 hours minimum across STEM in required courses for every major in program (either hands-on or <i>in</i> b ,as appropriate). Must include a laboratory in biochemistry and molecular biology.	Meets 400 hours minimum but not balanced across STEM.	Below 400 hours.
Corecurriculum. Energy (6.4)	Covered at introductory and advanced levels and is integrated across BMB courses.	Covered at introductory and advanced levels.	Covered at an introductory level only.	Is missing.

Core curriculum -

Structure & MCI.2 re W n BT /CS0 cs 0 MC90.004 Tw 12 -06w 12 -06w 0 12 317.1ed



Inquiry components (6.6)	Extensive opportunities for open-ended projects or discovery (active learning) in both lab and classroom.	Opportunities for open- ended projects or discovery (active learning).	Few or no opportunities for open-ended projects or discovery (active learning).	
Internship / research opportunities (6.7)	Research/internship experience is required for every student in the program, and sufficient opportunities exist for such experiences in BMB.	Mechanisms are in place to ensure sufficient opportunities for every student to have research/internship experience of some kind, with opportunities in BMB available.	Some opportunities for research/internship, but mechanisms are not in place to enable every student required or desiring to take advantage.	Few or no opportunities.
Data collected on internship / research participation (6.7)		Data provided on % or number of students undertaking research / internship as BMB majors OR Data provided on the number of BMB students supervised by participating BMB faculty.	Few or no opportunities described OR no data provided. F 455.1598.5636	67t





			<u> </u>	considering additional measures to reduce these barriers.
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