

Grad Division Admissions Rubric

College Name: CNAS

Degree: Ph.D. in Environmental Toxicology Graduate Program

Consider starting with the following to help the process along:

- A person preparing for success in my field with this degree should be able to...
- A successful graduate student obtaining this degree should be able to...
- An applicant entering this degree program should be able to...

Admissions Criteria/Expectation	Excellent Applicants	Good and Admissible Applicants	Not Acceptable Applicants	Materials for evaluation
Overall undergraduate GPA	GPA greater than or equal to 3.3 (1 pt)	GPA greater than 3.0 but less than 3.3 (0.5 pt)	GPA less than 3.0 (0 pt)	Transcripts
Undergraduate GPA in science courses	GPA in science courses (math, physics, chemistry, biology) > 3.5 (1 pt)	GPA in science courses (math, physics, chemistry, biology) greater than 3.0 but less than 3.5 (0.5 pt)	GPA in science courses (math, physics, chemistry, biology) less than 3.0 (0 pt)	Transcripts
Prerequisites	Fulfilled all of the prerequisites (1 pt)	Fulfilled most of the prerequisites (only need to take 1 or 2 courses to fulfill the prerequisite at UCR) (0.5 pt)	Did not Fulfill most of the prerequisites (had to take more than 2 courses to fulfill the prerequisite at UCR) (0 pt)	Transcripts

Master's degree (for Ph.D. applications)	Holding (or expecting) a master's degree in relevant fields (1 pt)	Holding (or expecting) a master's degree in remotely related fields (0.5 pt)	No master's degree Or Holding (or expecting) master's degree not relevant to Environmental Sciences or Toxicology (0 pt)	Transcripts
Master's degree GPA	GPA greater than or equal to 3.5 (1 pt)	GPA greater than 3.0 but less than 3.5 (0.5 pt)	GPA less than 3.0 (0 pt)	Transcripts
Research experience	<p>More than 1 year research experience (1 pt)</p> <p>Published a first-author paper in a peer-review journal (1 pt)</p> <p>Presented a poster or oral presentation at local or a national academic conference (1 pt)</p> <p>References provided strong recommendations on applicant's research abilities (1 pt)</p> <p>Coherent and clear research statement with past research experience and future goals (1 pt)</p>	<p>Less than 1 year research experience (0.5 pt)</p> <p>Published a co-authored paper (not first author) in a peer-review journal (0.5 pt)</p> <p>No presentation but attended a local or national conference (0.5 pt)</p> <p>References commented favorably applicant's preparation for future research (0.5 pt)</p> <p>Clear research statement with past research experience but missing future goals (0.5 pt)</p>	<p>No research experience (0 pt)</p> <p>No co-authored publication(s) (0 pt)</p> <p>No presentation or conference experience (0 pt)</p> <p>No comments in reference letters regarding applicant's research abilities (0 pt)</p> <p>Poorly written research statement (0 pt)</p>	CV and Research Statement

Faculty interest/match Research alignment with faculty	Student interests strongly align with one or more faculty and have contacted faculty to confirm their sponsorship (2 pts.)	Student interests align with one or more faculty. (1 pt.)	Student interests do not align with faculty expertise. (0 pt.)	Student statements, letters of recommendation, student application (faculty contacts).
Ability to communicate (written/verbal)	Succinct, creative writing, no errors, properly structured (topic sentences etc.), grammatically strong, organized, clear points. Letter writers indicate strong oral/written communication skills. (2 pts.)	Mostly well-organized/structured, few errors, mostly succinct and clear points. Letter writers do not indicate poor/unacceptable oral/written communication skills. (1 pt)	Rambling, dis/unorganized, unclear, riddled with errors. Letter writers indicate poor/unacceptable oral/written communication skills. (0 pts.)	Student statements, letters of recommendation
Interpersonal skills	Strong interpersonal skills reflected in faculty interviews and reference letters (2 pts.)	Acceptable interpersonal skills reflected in faculty interviews and reference letters (2 pts)	Lack of interpersonal skills or team ethic reflected in faculty interviews and reference letters	Interview, letters of recommendation
Commitment, motivation, passion	Clearly demonstrates passion and motivation to pursue careers in environmental sciences or toxicology. Letter writers indicate strong motivation/potential for graduate studies. (2 pts.)	Interest in graduate school, environmental sciences or toxicology. Letter writers indicate motivation/potential for graduate studies. (1 pt.)	Fails to demonstrates passion and motivation to pursue environmental sciences or toxicology. Letter writers indicate weak (or do not mention) motivation/potential for graduate studies. (0 pts.)	Student statements, letters of recommendation, interview

Problem solving ability, learning capability	Concrete evidence of problem-solving ability and creativity (2 pts)	Brief description of problem-solving ability and creativity (1 pt.)	No or weak statements of problem-solving ability and creativity (0.5 pt.)	Student statements, letters of recommendation, interview
Ability to overcome adversity	Evidence that the applicant has overcome intersectionality of multiple challenges such as being a first-generation student, coming from disadvantaged background, have overcome academic or physical challenges (1 pts)	Evidence that the applicant has overcome a challenge such as being a first-generation student, coming from disadvantaged background, have overcome (0.5 pt.)	The application lacks evidence of the ability to overcome adversity. (0 pt.)	Student statements, letters of recommendation, supplemental fellowship form, interview
Contribution to diversity	Evidence that the applicant has done two or more of the following items: communicate science to the public, increase inclusivity in science, and leadership skills (1 pts.)	Evidence that the applicant has done one of the following items: communicate science to the public, increase inclusivity in science, and leadership skills (0.5 pt.)	No evidence with the list of activities (0 pt.)	Student statements, letters of recommendation, supplemental fellowship form, interview

**Adapted from the Course Map Activity sheet from the UCR Center for Teaching and Learning.*