

Guide to FASER

The core faculty formally evaluates each student on all areas of student performance annually at the end of each academic year using the *Faculty Annual Student Evaluation Rating (FASER)* form. Students are evaluated on overall performance, and on specific program goals and objectives on a scale of 1-5, one being the lowest rating.

The procedure is as follows: At the end of the year, the class academic adviser conducts a comprehensive file review of the class for whom h/she is an advisor, and completes a preliminary assessment of the students competencies using a 5-point rating scale in which students receive a score from 1 (poor) – 5 (excellent) on each 5 competencies (academic, clinical, research, graduate student role, and professional behavior/attributes and an overall score). Ratings are based on the following materials: (1) Course grades; (2) Clinical Supervisor (3) Assessment Competencies I and II; (4) Clinical Competencies I, II and II; (5) Research Competencies I and II; (6) Self-Evaluations; (7) Annual Student Questionnaire; and (8) Faculty Observations.

Next, the clinical faculty meets for two day-long meetings where each student is discussed extensively on all competencies. Based on the addition of new information and discussion of the above categories, ratings may be adjusted and a remediation plan, if needed, is discussed. Based on final ratings received, each student receives an individualized, narrative letter written by the faculty academic adviser qualitatively describing their performance and areas requiring remediation. Student's strengths and weaknesses are identified and if needed, remediation strategies are discussed and presented to the students. All students are required to meet the faculty advisor at the beginning of the fall of the next year. In addition, students requiring remediation are required to meet with the faculty adviser, and in many cases with the program director, immediately following evaluation meetings.

Students experiencing problems are evaluated at our biweekly clinical faculty meetings as and when problems or concerns arise. A remediation plan is discussed and is implemented by the academic adviser with the student in question. In addition to the end of the year evaluations, first year students are also formally evaluated using the FASER at mid-year. A remediation plan is implemented for first year students experiencing problems.