

Limited Submission Scoring Matrix

NIH Postbaccalaureate Research Education Program (PREP)

Principal Investigator(s):

BACKGROUND & INSTRUCTIONS

A “limited submission” refers to a grant program that places a limitation on the number of proposal applications a single eligible entity can submit each cycle. The University of Texas at San Antonio (UTSA) has a process in place to allow for an internal competition among interested PIs to determine which application(s) will move forward. Once a limited submission opportunity is identified, an internal call for pre-proposals is sent out to potential PIs. Those interested in being considered for full submission are required to submit a pre-proposal (ranging from one to five pages, depending on the type of program and sponsor) by a specified date. If more applications are received than the institution is allowed to submit to the sponsor, the applications are moved forward to a peer review process in order to make final selection(s).

That peer review process is what you are taking part in now. While we do want you to be aware that **the proposals you review here are *not* finalized and will be expanded before they are submitted to the sponsor**, we ask that you be as critical in your review as you would be if these applications were moving forward to a sponsor now. We are **especially interested in your feedback on weaknesses of the applications and where improvements can be made** either before they move forward through submission to this program or others.

If you are reviewing more than one application for this same program, we ask that you use the applications as a reference for one another in your scoring, knowing that the pool will be ranked based on scores received to determine which move(s) forward to the sponsor.

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SCORING

Selection of applications to be submitted to the **NIH Postbaccalaureate Research Education Program (PREP)** will be based on a 9-point scoring scale for criteria given below.

No. of applications allowed per institution this cycle: 1

- Ratings should be given in whole numbers (no decimals).
- Reviewers should consider not only the relative number of strengths and weaknesses, but also the importance of these strengths and weaknesses to the criteria or to the overall impact when determining a score.
 - For example, a major strength may outweigh many minor and correctable weaknesses

Minor weakness: easily addressable weakness, does not substantially lessen impact

Moderate weakness: lessens impact

Major weakness: severely limits impact

SCORING RUBRIC

Impact	Score	Descriptor	Additional Guidance
High	1	Exceptional	Exceptionally strong with essentially no weaknesses
	2	Outstanding	Extremely strong with negligible weaknesses
	3	Excellent	Very strong with only some minor weaknesses
Medium	4	Very Good	Strong but with numerous minor weaknesses
	5	Good	Strong but with at least one moderate weakness
	6	Satisfactory	Some strengths but also some moderate weaknesses
Low	7	Fair	Some strengths but with at least one major weakness
	8	Marginal	A few strengths and a few major weaknesses
	9	Poor	Very few strengths and numerous major weaknesses



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SCORED REVIEW CRITERIA

Reviewers will consider each of the review criteria below in the determination of scientific and technical merit, and give a separate score for each.

Below, please summarize the factors that informed your individual criteria scores:

1. Significance

Does the proposed program address a key audience and an important aspect or important need in research education? Is there convincing evidence in the application that the proposed program will significantly advance the stated goal of the program? Is there convincing evidence that the proposed academic enhancements and research experiences will increase the competitiveness of the participants to enter and complete a doctoral degree? Will achievement of the aims/objectives of the program improve the research education and career preparation of diverse students in the participating department (s), college (s), and institution?

Strengths: Click here to enter text.

Weaknesses: Click here to enter text.

2. Investigator(s)

Is the PD/PI capable of providing both administrative and scientific leadership to the development and implementation of the proposed program? If applicable, is there evidence that the participating faculty have experience in mentoring students and teaching science? If the project is collaborative or multi-PD/PI, do the investigators have complementary and integrated expertise?

Strengths: Click here to enter text.

Weaknesses: Click here to enter text.

3. Innovation

Taking into consideration the nature of the proposed research education program, does the applicant make a strong case for this program effectively reaching an audience in need of the program's offerings? Where appropriate, is the proposed program developing or utilizing innovative approaches and latest best practices to improve the knowledge and/or skills of the intended audience?

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Strengths: [Click here to enter text.](#)

Weaknesses: [Click here to enter text.](#)

4. Approach

Does the proposed program clearly state its goals and objectives, including the educational level of the audience to be reached, the content to be conveyed, and the intended outcome? Is there evidence that the program is based on a sound rationale, as well as sound educational concepts and principles? Is program evaluation referenced? Has the applicant at least briefly referenced recruitment, retention, and follow-up (if applicable) activities?

Do the proposed research activities have a high likelihood of enabling the participant to gain admission to and complete a rigorous doctoral program? Is there an adequate pool of research mentors? Is there sufficient evidence that the courses for skills development designed to increase analytical and critical thinking, verbal reasoning, and communication skills will enable the participants' admission and retention in rigorous doctoral training programs? Are the group activities adequately integrated with the institution's graduate students' activities and other institutional training programs? Are mechanisms for monitoring participants' progress during and after they leave the program referenced?

Strengths: [Click here to enter text.](#)

Weaknesses: [Click here to enter text.](#)

5. Environment

Will the scientific and educational environment of the proposed program contribute to its intended goals? Is there a plan to take advantage of this environment to enhance the educational value of the program? Will the doctoral degree programs at the institution provide excellent, challenging, and supportive peer groups for the PREP participants?

Strengths: [Click here to enter text.](#)

Weaknesses: [Click here to enter text.](#)

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ADDITIONAL COMMENTS TO APPLICANT

Reviewers may provide guidance to the applicant or recommend against resubmission without fundamental revision.

Additional Comments to Applicants (Optional)
Click here to enter text.

EVALUATION SCORES

Criteria	Your Score
1. Significance	
2. Investigator(s)	
3. Innovation	
4. Approach	
5. Environment	
TOTAL SCORE	