# CSGSA STUDENT PROGRESS REVIEW

The goal of the student progress review is to provide your advisee with detailed feedback on his/her progress, discuss future goals, identify areas that need improvement, and acknowledge his/her strengths. We strongly recommend that each student and advisor schedule a 20-minute one-on-one meeting every semester to discuss these issues. This meeting should be held before the departmental review at the faculty retreat. We suggest that you read and annotate the "CSGSA Graduate Student Skills List" before the meeting, and use it as a guideline or starting point for your discussion.

*During the meeting*, discuss these issues with your advisee and fill out the "CSGSA Student Progress Review" and the "Milestones Agreement Form" together *at the end of your discussion.* In your comments, please provide specific examples demonstrating the student's mastery or lack of mastery in a particular area. If you and your advisee agree on the appraisal and deadlines, you should both sign the forms, indicating the date of your meeting. *Note: This form will be included in the student's folder. If you and your advisee disagree on any points of the appraisal, we request that you clearly indicate them on an extra sheet of paper attached to this form.*

We recommend that you also hold a *faculty advising review* in conjunction with this student review (see the "CSGSA Faculty Advising Review" form).

Student's Name: _____ Meeting Date: _____

Appraising Faculty: _____ Semester: _____

## GENERAL

- Please provide a written appraisal of the student's overall progress.

- What has (s)he done well recently?

- What has (s)he not done well recently? What specific suggestions do you have for improvement?

- What skills, areas, and milestones most require the student's attention before the next review? What upcoming deadlines have been agreed upon?

- Is there anything else you would like to add (e.g., advice, recommendation, or encouragement) which has not been covered above?

The student and the advising faculty have discussed this questionnaire and agree on the appraisal:

Appraising Faculty's Signature: _____ Student's Signature: _____

# CSGSA GRADUATE STUDENT SKILLS LIST

## RESEARCH & SCHOLARSHIP SKILLS

- What evidence do you have that the student has learned the core material in his/her field? Does (s)he keep up with the current developments in this field, and evaluate them independently and critically?
- How has (s)he demonstrated his/her ability to successfully carry out research?
- Is (s)he able to judge his/her own results, experimental or theoretical, critically and objectively?
- Has (s)he learned how to acquire new knowledge or skills on his/her own?
- What research skills (e.g., analysis, synthesis, creativity, initiative, follow-through) are this student's strengths and weaknesses? If there are any weaknesses, what steps can be/are being taken to remedy remediable weaknesses?

## INTERACTION SKILLS

- Does the student work well independently, but ask for guidance when necessary?
- Does (s)he contribute to group discussions (oral or e-mail)? Does (s)he give others substantive feedback in oral presentations and papers? Does (s)he engage in discussion, dispute, and sometimes criticism, without taking nor giving offense unnecessarily?
- Has (s)he had enough opportunities to practice collaboration and leadership (i.e., within the research group, the department, or the outside research community)? Does (s)he collaborate effectively with colleagues (e.g., is cooperative, dependable, considerate, fair)?
- What interaction skills are the student's strengths and weaknesses? If there are any weaknesses, what steps can be/are being taken to help remedy them?

## GOAL MANAGEMENT

- What goals, plans and schedules have you and your student agreed upon? Are these goals realistic?
- Is the student progressing at a satisfactory rate towards these mutually defined goals? Does (s)he complete tasks on time? If not, what are the impediments to progress? What specific actions do you recommend to remove these impediments?
- If his/her progress is unsatisfactory, or (s)he lacks enthusiasm or direction, has the time come for a change?
- Does (s)he strike the appropriate balance between research, course-work, teaching, volunteer service, consulting, industrial job, and other extracurricular activities? If not, what actions should be taken to achieve a better balance?
- What are this student's good work habits? What practices need to be improved?

## COMMUNICATION SKILLS

- Has your student been practicing written and oral presentations enough?
- Does (s)he give effective oral research presentations, and respond well to follow-up questions? If not, what specific suggestions do you have for improvement?
- Does (s)he communicate effectively in speech and writing? If not, what remedial steps should be taken to help him/her?
- Are there any other particular communication strengths this student possesses or areas which need further improvement?

## CAREER SKILLS & INTEGRITY

- Does (s)he keep a proper record of his/her work and document his/her results (e.g., in tech reports, workshop papers, conference proceedings, journals)?
- Has (s)he made an adequate impression, either through publications, through networking with other researchers at conferences or via email, or through interviews, on potential employers? On your colleagues?
- Is (s)he a responsible member of the research community (e.g., shows integrity in reporting results, correctly attributes ideas to their originators, shows consideration for the interests of others, and treats others fairly and honestly)?
- Do you have any praise or advice on the development of this student's career-related skills?