

FES Assessment of Graduate Student Academic Progress

Definition of Satisfactory Academic Progress

Satisfactory progress toward completing a graduate degree in the FES program requires:

- An annual written assessment showing adequate progress in coursework, development of thesis or writing project as evaluated by major professor and the rest of the student's graduate committee,
- Maintaining a GPA of 3.00 or better for all courses taken as a graduate student,
- Successfully passing relevant exams outlined by the Graduate School,
- Timely* compliance with all Graduate School and Departmental requirements** regarding committee formation, committee meetings, project proposal, submission of forms and information, participation in seminars and other activities expected of a student, scholar and citizen.

**Students restricted from full course loads may negotiate longer time frames with the program director and their major professor.*

***Students with overdue program materials may be disqualified from funding opportunities such as the CoF Fellowships and FES Awards.*

FES Assessment of Graduate Student Academic Progress

Plan for Assessment of Graduate Student Satisfactory Academic Progress

Please see 'Assessment Procedure & Instructions' for additional details about assessment requirements.

- Early in their program (e.g., during their first term of enrollment) students should collaborate with their major professor and graduate committee to establish standards and expectations of satisfactory progress for that student's program.
- Student progress will be assessed annually.
- An assessment of student academic progress will be made by the student, the student's major professor and, if requested, by other members of the student's graduate committee. If desired, any member of the committee may write an evaluation of student progress for inclusion in the assessment packet.
- It is the student's responsibility to write a self-assessment narrative, update their completion of milestones, schedule a meeting with their major professor to review academic progress, obtain signatures, and to submit the assessment packet to the FES Dept no later than June 30th each year.

FES Assessment of Graduate Student Academic Progress

Assessment Procedure & Instructions

- Self-Assessment Narrative:** The student will write a Self-Assessment Narrative before their assessment meeting. The Self-Assessment Narrative should summarize activities undertaken by the student since their last Assessment of Graduate Student Academic Progress and should address how they've met the expectations established in their last assessment (or any changes to those expectations), including:
 - Coursework taken and grades received
 - Field work, data collection/analysis
 - Progress on writing thesis
 - Participation in professional development opportunities
 - Service to the Department and the University
 - Any other relevant information, including any impediments to progress.
- Completion of Milestones:** The student will fill out the Completion of Milestones before their assessment meeting. The last Completion of Milestones may be resubmitted if nothing has changed.
- Assessment Meeting:** The student will schedule an assessment meeting with their major professor to occur before the June 30th deadline. Committee member participation is not required but may be requested by the student or major professor. Before the meeting, the student will provide their Self-Assessment Narrative and Completion of Milestones to participants. During the meeting, they will:
 - Discuss the contents of their Self-Assessment Narrative and Completion of Milestones
 - Receive feedback on their academic progress and establish expectations for the coming year
 - Solicit additional feedback regarding any issues impeding their progress
 - Seek clarification on any feedback or expectations they do not completely understand
- Major Professor Assessment:** After reviewing the student's Self-Assessment Narrative and Completion of Milestones, the major professor will use the Major Professor Assessment to document their feedback and their expectations for the coming year. They will discuss their completed assessment with the student during the assessment meeting and provide additional feedback or clarification if requested.
- Signature Sheet:** The student will obtain signatures on the Signature Sheet as directed.
- Preparing the Assessment Packet:** The student will include the following in their assessment packet:
 - Self-Assessment Narrative
 - Completion of Milestones (1 page)
 - Major Professor Assessment of Satisfactory Academic Progress (4 pages)
 - Signature Sheet with all required signatures (1 page)
 - Optional additional documentation
- Submitting the Assessment Packet:** The student will submit their completed assessment packet to the Graduate Program Coordinator in the FES Department Office before June 30th.

FES Assessment of Graduate Student Academic Progress Completion of Milestones

This form (1 page) must be completed and submitted as part of your assessment.

Student: Complete this form and give it to your major professor prior to your assessment meeting. Enter the names of your major professor(s) and committee members, their respective departments, and the term of completion for milestones achieved in your current degree program (e.g. "Winter, 2015). If nothing has changed since your previous 'Completion of Milestones', you may resubmit it instead of completing a new one.

STUDENT NAME:

MAJOR PROFESSOR NAME(S):

HOME DEPT:

COMMITTEE MEMBER NAME(S):

HOME DEPT:

When was your **committee formed**?

When did you have your **program of study meeting**?

When did you submit your **program of study to FES**?

When did you submit your **Learning Outcomes to FES**?

When did you submit your **signed research proposal to FES**?

When did you submit your **program of study to the Grad School**?

(PHD ONLY) When do you **plan to take your prelims**?

(PHD ONLY) When did you **pass your prelims**?

When do you **plan to take your final exam**?

FES Assessment of Graduate Student Academic Progress

Signature Sheet

*****This form (1 page) must be completed and submitted as part of your assessment.*****

Student: Obtain all required signatures below before submitting your assessment packet. Committee members are only required to sign if they contributed to your assessment.

Major Professor / Committee Signatures

I have reviewed my student's Self-Assessment Narrative and Completion of Milestones summary, documented my feedback on the Major Professor Assessment, and discussed these materials with my student to ensure they understand my evaluation and expectations. My student has had the opportunity to seek additional feedback and I have provided this feedback when requested.

Major Professor Signature(s)

Date

Committee Member Signature(s) (optional)

Date

Student Signature

I understand my major professor's assessment of my progress and their expectations of me during the coming year. I have communicated any issues impeding my progress in the Self-Assessment Narrative and have sought and received feedback on any such issues from my major professor.

Student Signature

Date

FES Assessment of Graduate Student Academic Progress

Major Professor Assessment of Satisfactory Academic Progress

This form (4 pages) must be completed and submitted as part of your assessment.

Student: Provide this form to your major professor and ensure its full completion. It is your responsibility to review your major professor’s responses and seek clarification on any items you do not understand. Committee members may participate in this assessment if requested by you or your major professor.

Major Professor(s): Please respond to each question and discuss your responses with your student. For any ‘NO’ response, please ensure your student is able and willing to meet requirements to reestablish satisfactory progress. Committee members may participate in this assessment if requested by you or your student. Questions marked ‘RECOMMENDED’ are strongly encouraged but not required.

Student Name: _____ Date of Assessment: _____

Major Professor Name(s): _____

1.	Overall, has your student made satisfactory academic progress this year?	
<input type="checkbox"/>	YES: I have no suggestions to improve this student’s academic progress.	
<input type="checkbox"/>	YES, BUT: I am recommending changes or improvements as part of this assessment.	
<input type="checkbox"/>	NO: The student <i>must</i> make the changes indicated in this assessment per the corresponding timelines.	
2.	(RECOMMENDED) What are the main tasks your student needs to accomplish during the coming year?	
A.		
	Timeline:	
B.		
	Timeline:	
C.		
	Timeline:	
D.		
	Timeline:	

3.	Is your student making satisfactory progress in completing his/her coursework?
<input type="checkbox"/>	YES: No changes recommended or required
<input type="checkbox"/>	YES, BUT: I am recommending the following changes or improvements.
<input type="checkbox"/>	NO: The following changes are required to resume satisfactory academic progress in this area.
A.	
	Timeline: <input type="text"/>
B.	
	Timeline: <input type="text"/>
C.	
	Timeline: <input type="text"/>
4.	Is your student making satisfactory progress in fieldwork, data collection, and analysis?
<input type="checkbox"/>	YES: No changes recommended or required
<input type="checkbox"/>	YES, BUT: I am recommending the following changes or improvements.
<input type="checkbox"/>	NO: The following changes are required to resume satisfactory academic progress in this area.
A.	
	Timeline: <input type="text"/>
B.	
	Timeline: <input type="text"/>
C.	
	Timeline: <input type="text"/>

5.	Is your student making satisfactory progress in completing his/her thesis?
<input type="checkbox"/>	YES: No changes recommended or required
<input type="checkbox"/>	YES, BUT: I am recommending the following changes or improvements.
<input type="checkbox"/>	NO: The following changes are required to resume satisfactory academic progress in this area.
A.	
	Timeline: <input type="text"/>
B.	
	Timeline: <input type="text"/>
C.	
	Timeline: <input type="text"/>
6.	Has your student participated in professional development opportunities?
<input type="checkbox"/>	YES: No changes recommended or required
<input type="checkbox"/>	YES, BUT: I am recommending the following changes or improvements.
<input type="checkbox"/>	NO: The following changes are required to resume satisfactory academic progress in this area.
A.	
	Timeline: <input type="text"/>
B.	
	Timeline: <input type="text"/>
C.	
	Timeline: <input type="text"/>

7.	(RECOMMENDED) Has your student provided service to the department or college?	
	<input type="checkbox"/>	No changes recommended.
	<input type="checkbox"/>	The following changes are recommended.
A.		
	Timeline:	
B.		
	Timeline:	
C.		
	Timeline:	
8.	(RECOMMENDED) Use the space below to document any additional feedback you have for this student. Please limit your feedback to issues affecting this student's academic progress.	