



College of Engineering Graduate Degree Programs Graduate Student Academic Progress

The process for evaluating Academic Progress for graduate students in the College of Engineering **may** include 4 steps (in chronological order through academic year):

- **1. Planning Ahead** (complete within first term, revised as necessary at end of AY) - *page 3 of this document*
- **2. Graduate Competency List** (within first term, revise as necessary at end of each AY) - *page 5*
- **3. Assessment of Progress on Milestones** (due at end of AY) - *page 5-6, background on page 6*
- **4. Graduate Education Performance Plan** (following an unsatisfactory assessment) - *page 8 of this document*

Definition of Satisfactory Academic Progress

Satisfactory progress toward completing a graduate degree in the College of Engineering graduate programs 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 (and the specific program if relevant),
- Timely* compliance with all Graduate School and programmatic requirements** for 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 who are restricted from full course loads may negotiate a longer time frame in consultation with the program director and their major professor.*

***Students with overdue program materials may not be eligible for funding opportunities such as the Laurels Block Grant Scholarship, COE Fellowships, and COE School level Awards.*

Plan for Assessment of Graduate Student Satisfactory Academic Progress

- 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 is made by the student, the student's major professor and, if requested, by other members of the student's graduate committee. Any member of the committee may write an evaluation of student progress for inclusion in the assessment package, but this is optional.
- It is the responsibility of the student to write a self-assessment narrative, arrange to meet with their major professor to review academic progress, and to submit the assessment package to the **Graduate Coordinator** or **Graduate Program Director** no later than June 30th each year. The assessment package consists of the self-assessment narrative, any assessments written by committee members, and the signed and completed Assessment of Graduate Student Academic Progress form.

Process:

1. Each spring term, every graduate student in a **College or Engineering** graduate program will fill out the 'Completion of Milestones' section of the 'Assessment of Graduate Student Academic Progress' form (Pg 5 of this document) and attach a written self- assessment narrative. The student may want to discuss their advisor's expectations for various categories of progress or professional development prior to writing the self-assessment.

Self-Assessment Narrative:

The written self-assessment should summarize activities undertaken by the student since the last review and should address:

- a. Progress on course work and timeline for courses remaining to be completed,
 - b. Brief description of research topic and progress made,
 - c. Progress on writing thesis,
 - d. Reflection on goals from previous year
 - e. Participation in career and professional development opportunities
 - f. Goals for the coming year
 - g. Any other relevant information, including any impediments to progress.
2. The student will then schedule a meeting with the major professor to review the student's self-assessment, progress, and accomplishments over the past year. Participation from other graduate committee members may be requested by either the student or the major professor, but is not required. If other committee members provide input the student should obtain their signature on the Assessment of Graduate Student Progress form.
 3. The major professor reviews the student's materials and then fills out and signs the Assessment of Graduate Student Academic Progress form. The major professor (or any committee member) may document their assessment of the student's progress in writing for inclusion in the assessment, but this is optional. These written comments may be helpful to document expectations for the coming year. The student signs the form and is responsible for submitting the narrative and the signed and completed Assessment of Graduate Student Academic Progress form to the **Graduate Program Coordinator** for inclusion in the student's permanent record by June 30th each year.
 4. If the student's progress is unsatisfactory, the student will work with the major professor to develop a Graduate Education Performance Plan (page 7) that contains measureable milestones for assessing student academic progress over the course of the year. The plan will also be reviewed and signed by the **Graduate Program Director** and filed in the student's permanent record.

1. Planning Ahead for the First Year

Please plan ahead for the coming year in terms of academic milestones, competencies, professional and career development, etc. Use the table for formal academic milestones and the space below for other goals. The idea is that you use this opportunity to plan ahead for the year **with your major professor and committee**, and the assessment is then used to take stock and see how things have progressed.

To Be Filled Out By Student

Student's name: _____

Date: _____

Date entered **COE** graduate program: _____

Degree program (check one): M.S. ___ Ph.D. ___

Area of Concentration: _____ Date of expected completion: _____

Major Professor Name(s):

Committee Member Names:

Checklist: (Complete those that apply to you; please fill in all dates that are applicable even if it's your best guess)

COMPLETION OF MILESTONES	TIME LINE	DATE COMPLETED OR EXPECTED
Master's Degree		
Establish Graduate Committee	Second quarter	
(Program of Study Meeting)	Second quarter	
Program of Study submitted to the Grad School	By 18 credits	
Schedule final defense	One quarter before event	
Ph.D. Degree		
Establish Graduate Committee	End of first year	
Qualifying Exam	End of first year	
Program of Study Meeting / Submit POS	After passing Qualifying Exam/ by 5 th term	
Preliminary Exam	End of 2 nd year or after approval of Program of Study and completion of most of course work	
Passed the Preliminary Exam		
Schedule final defense	One quarter before event	

This completed form must be submitted to the program specific **Graduate Coordinator** *before the end of your first term in year 1*. In subsequent years, use the annual academic progress forms (page 5 and 6) that are *submitted by June 30th* each year.

Master's degree flow chart: http://oregonstate.edu/dept/grad_school/docs/success/Flowchart%20Masters.pdf

PhD degree flow chart: http://oregonstate.edu/dept/grad_school/docs/success/Flowchart%20PhD.pdf

Graduate School Deadlines: <http://gradschool.oregonstate.edu/progress/deadlines>

Please elaborate here on course work, competencies (see page 7), field work, data collection and analysis, conference attendance, publications, thesis chapters, workshop attendance, lab health and safety training, professional and career development events you would like to attend, etc. Anything you and your major professor and/or committee discuss as taking place in the coming academic year. Attach additional pages as necessary.

[...]

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2. Graduate Competency List

- **Disciplinary skills and knowledge**
Knowledge of a student's chosen field of study, and closely related fields, including history and trends in major findings, concepts, theories, approaches, and context.
- **Transdisciplinary/interdisciplinary skills and knowledge (biophysical and social sciences)**
Knowledge of the relationship of the a student's field/s of study to social and/or biophysical sciences, and approaches for integration and synthesis during research, outreach, and teaching. For social science students, emphasis is on knowledge of biophysical sciences and how to use them to analyze and interpret information. For biophysical science students, knowledge of social sciences and how to use them to analyze and interpret information.
- **Communication skills (oral, written, pedagogy, professional)**
Ability to write and speak to diverse audiences in an organized and clear fashion about relevant areas of expertise, both disciplinary and inter/transdisciplinary. Ability to modify oral and written communications for specific audiences. Knowledge of contemporary electronic tools for communication, such as for supporting lectures, social media, and blogs.
- **Critical thinking skills**
Ability to evaluate the quality, context, scale, and biases in information, and to synthesize diverse kinds of information, in written and oral forms. Capacity for real-time discussion of biophysical and social systems and their interactions.
- **Research skills (quantitative, qualitative)**
Knowledge sufficient to understand the use of quantitative and qualitative summaries of data as evidence for conclusions and scientific inference. This can include skills and knowledge with statistical, mathematical, graphical and process models sufficient to plan, implement, analyze and interpret research.
- **Research ethics**
Knowledge of processes and guidelines for assuring that research is conducted in socially and professionally acceptable and legal ways, while minimizing and managing conflicts of interest. Topics of relevance may include conduct general ethics, peer review, bias during data analysis and presentation, plagiarism, animal welfare, treatment of human subjects, collaboration, and authorship.
- **Policy analysis/interpretation**
Knowledge of the laws, regulations, social institutions, and governance processes relevant to application of a student's disciplinary and/or inter/transdisciplinary areas of study.
- **Teaching (PhD only)**
Knowledge of contemporary, relevant STEM teaching methods, and experience in their application in classrooms, online, and technical/professional environments. Experience in development of a classroom and/or online course, including development of a course syllabus that includes learning outcomes, lectures, laboratories, student assignments, and evaluation methods.

The **competencies are *not* course requirements**. Rather they can be acquired in a variety of ways. Life experiences, field experiences, extra-curricular activities and independent study are all examples of how a competency could be met. Students and their committees should be discussing how the student meets or will meet them.

College of Engineering Graduate Degree Programs
3. Assessment of Graduate Student Academic Progress

To be filled out by the student

Student's name: _____

Date: _____

Date entered COE graduate program: _____

Degree program (check one): M.S. ___ Ph.D. ___

Area of Concentration: _____

Date of expected completion: _____

Major Professor Name(s):

Committee Member Names:

Checklist: (Complete those that apply to you; please fill in all dates that are applicable even if it's your best guess)

COMPLETION OF MILESTONES	TIME LINE	DATE COMPLETED OR EXPECTED
Master's Degree		
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Progress form

2. Major Professor Assessment of Progress:

Major professor(s): Please discuss your responses with your student.

YES	NO	QUESTION
		Student is making satisfactory progress in completing his/her course work.
		Student is making satisfactory progress in research
		Student is making satisfactory progress in writing of his/her thesis.
		Student has participated in professional and/or career development opportunities

3. Signatures:

I have reviewed the student's milestones (above) and self-assessment narrative, have completed the 'Major Professor Assessment of Progress' (left), and confirmed that the student understands my responses.

Major Professor Signature(s) Date

Committee Member Signature(s) (optional) Date

*I understand my major professor(s)' assessment of my progress (left), and am now submitting this fully completed form to the **Graduate Coordinator** with my self-assessment narrative attached.*

Student Signature Date

This completed form must be attached to the self-assessment narrative and submitted to the program specific **Graduate Coordinator** before June 30th each year.

Graduate Student Self-Assessment Narrative

The self-assessment conveys progress since the last assessment cycle and should include the following:

1. Progress on course work and timeline for courses remaining to be completed,
2. Brief description of research topic and progress made,
3. Progress on writing thesis,
4. Reflection on goals from previous year (if any)
5. Participation in career and professional development opportunities
6. Goals for the coming year
7. Any other relevant information, including any impediments to progress.

It is the responsibility of the student to write a self-assessment narrative (attach separate page), arrange to meet with their major professor to review academic progress, and to submit the assessment package to **the Graduate Coordinator** no later than June 30th each year. The assessment package consists of the self-assessment narrative, any assessments written by committee members, and the signed and completed Assessment of Graduate Student Academic Progress form.

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4. Graduate Education Performance Plan

This form is intended to monitor a student's performance towards degree completion **resulting from an unsatisfactory review** at an annual assessment. This form should outline mutually agreed-upon (between student and major professor) benchmarks of performance.

Student _____

Major Professor _____

Plan (Identify deficiencies and outline plan to remedy them):

Benchmarks (Criteria used to evaluate progress):

Signatures

Student _____ Date _____

Major Professor _____ Date _____

School Head/Program Director _____ Date _____