**Student Progress Review (MBSE)**

## Spring 20\_\_\_

(To be filled out by student, advisor, and committee during annual review meetings)

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PI: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Graduate Committee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Progress**

1. What progress have you made toward your degree since the last review?

Courses with grades earned:

Teaching:

Qualifying Exam:

Progress in your research (please be specific):

Publications/reports written (provide complete citations):

Presentations/talks given:

Conferences attended (if not presenting):

Mentoring:

Other activities:

**Financial Support**

What financial support did you receive this academic year?

(e.g. TA, GSR, or any fellowship & source of NRT, if applicable)

**Committee Review**

1. Since the last review, describe the student’s progress in terms of skills development, including any skills not captured by the PLO evaluation (table at the end of the review), for example, consider the graduate student skills list.

2. Evaluate the student’s progress in terms of publishing papers, if relevant, taking into account number of publications, quality, research integrity, and degree of independence with regards to manuscript preparation.

3. Please rate the student’s overall degree progress. Briefly explain your conclusion. In your evaluation consider the expectations stemming from the most recent annual review and the student’s summary of their own progress.

Unsatisfactory Needs Improvement Meets Expectations

**Action Plan**

3. What skills and/or issues most require the student's attention before the next review? Suggest actions for improvement together with any other recommendations for the student’s professional development. Examples may include additional coursework, coursework outside the program, or self-study, English language or grammar training, writing instruction, grant workshops, TA workshops, symposia or short courses at conferences, etc.

5. What steps to advance degree progress, including milestones or deadlines are expected of the student for the upcoming year? What is the overall plan or goal?

6. Additional comments by the committee.

**Program Learning Objectives**

1) *Core Knowledge* - Possess a broad foundation in the fundamentals and current topics in either materials or biomaterials science and engineering, as well as an in-depth understanding of their chosen research topic area. (All degrees)

2) *Technical Skills* - Exhibit the quantitative experimental and analytical skills necessary to conduct and lead independent research and contribute to knowledge in their chosen area. (Masters Plan I and PhD)

3) *Research Competency* - Be able to identify new, important, and interesting research opportunities, and be able to develop effective strategies, including the experimental plan, for pursuing these opportunities. (PhD only)

4) *Communication Skills* - Communicate both fundamental concepts and details of their own research effectively, both in written and oral form, including in a classroom setting to expert and non-expert audiences. (All degrees)

5) *Critical Thinking* - Be able to critically evaluate the experimental design, data analysis and data interpretation of our peers. (PhD only)

6) *Professional Ethics* - Understand and promulgate the importance of research and professional ethics and maintaining the trust of governmental and non-governmental scientific organizations, professional colleagues, and the public. (All degrees)