

## Annual Progress Forms

### Student Progress Questionnaire (ME) Spring 20\_\_

(To be completed by student **before** review meeting)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student ID: \_\_\_\_\_

Research/Temporary Advisor: \_\_\_\_\_  
(circle one)

Ultimate Degree Goal: M.S. ☐ Ph.D. ☐ Major Field: \_\_\_\_\_  
(check one)

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

Courses and grades (taken this academic term (Fall & Spring); grades earned:

Teaching (course(s) and semester(s)):

Exams:

• Quals: when taken: \_\_\_\_\_; passed or failed: \_\_\_\_\_

Progress in your research (please be specific):

Publications/reports written/papers refereed (provide complete citations):

Presentations/talks given:

Conferences attended:

Help given to faculty, students, staff:

Other activities:

What financial support did you receive this academic year? (e.g. GSI, GSR, any fellowship & source of NRT, if applicable.)

From what source(s) do you anticipate receiving support next academic year?

**Student Self-Appraisal and Action Plan:** Please rate your current ability, relative to the expectations for a graduate from the program, for each of the Program Learning Outcomes:

PLO	Self-Rating	Particular Strengths, Areas for Further Development
1) Ability to identify significant research questions in mechanical engineering, and contextualize their research in the current literature of the field.	Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Expert <input type="checkbox"/>	Strengths:  Further Development:
2) Ability to apply their knowledge of mathematics, science, and engineering to solve a problem, and to design and implement a suitable solution.	Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Expert <input type="checkbox"/>	Strengths:  Further Development:
3) Ability to design and conduct experiments and simulations of mechanical systems, and to analyze and evaluate these solutions in the context of existing technologies.	Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Expert <input type="checkbox"/>	Strengths:  Further Development:
4) Possession of lifelong learning skills; ability to acquire and use new engineering techniques, skills, and tools for research and development in mechanical engineering, and to develop new methods and discover new knowledge.	Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Expert <input type="checkbox"/>	Strengths:  Further Development:

5) Exhibit high professional standards in research, demonstrating objectivity, ethical conduct, and integrity.	Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Expert <input type="checkbox"/>	Strengths:  Further Development:
6) Communicate effectively through oral, visual, and written means, effectively addressing a broad range of technical audiences.	Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Expert <input type="checkbox"/>	Strengths:  Further Development:

1. **How would you rate your degree progress?** Please check one and briefly explain your conclusion. In your evaluation, consider expectations stemming from the most recent annual review.

Unsatisfactory    Needs Improvement    Meets Expectations    Exceeds Expectations    Outstanding

2. A) If you have advanced to candidacy, summarize what you need to accomplish in order to have a defensible dissertation and provide your best estimate of when that might occur. If you are not yet advanced to candidacy, summarize what you need to accomplish to successfully advance. What date you expect to take your qualifying exams? B) Of this work, what do you plan to accomplish between now and next April?
3. Are there additional activities outside of the standard program requirements that you feel would be helpful to your professional development in light of your overarching career goals? When do you plan to engage in these activities? (Examples: additional course work or self-study, training in specific skills, English language training for international students, writing instruction, symposia or short courses at conferences.)
4. What additional support, if anything, do you need from your advisor *or* the program, to support the steps outlined above (ex. more frequent meetings)?

## Student Progress Review Form (ME)

Spring 20\_\_\_\_

(To be filled out by student and advisor during review meeting)

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

Date: \_\_\_\_\_

M.S.                      Ph.D.

1. Since the last review, describe the student's progress in terms of skill development (Publications, presentations, etc.)
2. Has the student encountered any difficulties during this period? Suggestions for improvement?
3. Describe the student's ability to successfully carry out research. Take into account research quality and integrity, the degree of independence with regards to research, as well as the number of publications and presentations.
4. Please rate the student's overall progress. Check one and provide written specifics. (consider expectations stemming from the most recent annual review and the student's view of their own progress).

Unsatisfactory      Needs Improvement              Meets Expectations      Exceeds Expectations      Outstanding

5. What skills and/or issues most require the student's attention before the next review? Suggest actions for improvement and any other recommendations for the student's professional development. Examples may include additional coursework, self-study, skill acquisition, English language/grammar workshops, writing instruction, grant workshops, TA workshops, conference symposia, etc.
6. What steps towards degree progress, milestones or deadlines are expected of the student in the upcoming year? What is the overall plan or goal?
7. Student's requests for advisor's actions, e.g. more frequent meetings, etc.

**Student Appraisal by Advisor:** Please rate the student's current ability, relative to the expectations for a graduate from the program, for each of the Program Learning Outcomes:

PLO	Rating	Particular Strengths, Particular Areas for Further Development
1) Ability to identify significant research questions in mechanical engineering, and contextualize their research in the current literature of the field.	Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Expert <input type="checkbox"/>	Strengths:  Further Development:
2) Ability to apply their knowledge of mathematics, science, and engineering to solve a problem, and to design and implement a suitable solution.	Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Expert <input type="checkbox"/>	Strengths:  Further Development:
3) Ability to design and conduct experiments and simulations of mechanical systems, and to analyze and evaluate these solutions in the context of existing technologies	Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Expert <input type="checkbox"/>	Strengths:  Further Development:
4) Possession of lifelong learning skills; ability to acquire and use new engineering techniques, skills, and tools for research and development in mechanical engineering, and to develop new methods and discover new knowledge	Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Expert <input type="checkbox"/>	Strengths:  Further Development:

<p>5) Exhibit high professional standards in research, demonstrating objectivity, ethical conduct, and integrity.</p>	<p>Introductory <input type="checkbox"/></p> <p>Intermediate <input type="checkbox"/></p> <p>Advanced <input type="checkbox"/></p> <p>Expert <input type="checkbox"/></p>	<p>Strengths:</p> <p>Further Development:</p>
<p>6) Communicate effectively through oral, visual, and written means, effectively addressing a broad range of technical audiences.</p>	<p>Introductory <input type="checkbox"/></p> <p>Intermediate <input type="checkbox"/></p> <p>Advanced <input type="checkbox"/></p> <p>Expert <input type="checkbox"/></p>	<p>Strengths:</p> <p>Further Development:</p>



**If signed, the student and advising faculty member have discussed this questionnaire; the student acknowledges the appraisal, including the action plan.**

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Faculty Signature:

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Student Signature