

ANNUAL REVIEWS FOR GRADUATE STUDENTS

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Why conduct reviews?

- clarification of expectations for academic performance
- timely diagnosis of deficiencies
- identification of opportunities for improvement
- Graduate College (GC) requirement: student with assistantship is making satisfactory progress



- Helps the student progress successfully through the graduate program

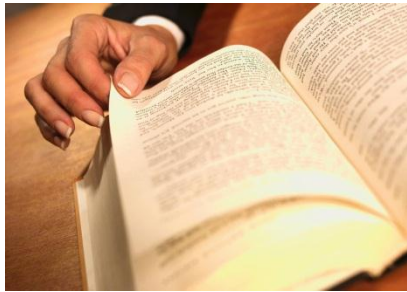


Graduate Student Annual Academic Progress Review

Campus policy stipulates that graduate units must conduct annual academic progress reviews for all graduate students enrolled in degree-seeking programs at least once every academic year. A written copy of the review must be given to the student and be placed in the student's academic file.

Ideally, academic progress reviews should include the following elements:

1. A student self-report and assessment of academic progress.
2. A review prepared by the adviser and at least one other faculty member to focus on an assessment of degree progress and student strengths and weaknesses. A copy of this written review is given to the student.
3. An opportunity for the student to discuss this review in person.



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Procedure



- No one procedure for all of campus
- Different review procedures possible for different categories of students within a department

Who and when?

- Who?
 - At least 2 individuals for each student
- When?
 - Department's choice
 - Advantages/Disadvantages of Fall, Spring, Summer
 - Special reviews on need basis



Elements of a review



- A record of specific program requirements:
 - courses;
 - foreign language proficiency;
 - comprehensive, qualifying, and preliminary examinations, etc.
 - teaching (only if a program requirement!)
- Other accomplishments
 - publications, presentations, fellowships, grants, etc.
- Written comments from
 - the student,
 - the faculty adviser
 - Review committee / DGS
 - Responses to issues raised
- A list of mitigating factors, if any, provided by the student
- Proposed academic goals for the next year

Outlining Expectations



“Our program hands out a doc plan that lines up everything we need to accomplish. It serves as a checklist and helps to keep everything present and manageable.”

- Explicit expectations vs. implicit expectations
- Website, handbook, meetings

Documentation of Review



- Procedures
 - When it is done
 - Who does it
 - What students need to do when
 - What adviser/reviewers need to do when
- What is considered good progress?
- What is the review used for?
- Sample

Good practices

- More than 1 reviewer
- Input from student
- Feedback to student
- Either paper copies or online



Privacy Security



- Part of student record
- Would be used in grievance
- Authorized 3rd party may read it
- Care in distribution/handling/storage of record

Samples

- Sample course-driven degree
- Additional examples:
<http://www.grad.illinois.edu/annualreview>
- Users of Grad Records



Reporting back to the Grad College



Webtools form, open from Aug 16, 2012-Aug 15, 2013

- How many reviews conducted
- How many positive reviews
- How many problematic reviews