**Logo

Description automatically generatedEngineering Education Research (EER) Graduate Student Progress Report**

UNL ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Enrolled: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisory Committee Chair(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anticipated Graduation Date: \_\_\_\_\_\_\_\_\_\_\_

Have you formed your Supervisory Committee?  Yes  No

If yes, please list members:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Qualifying Exam Oral: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Result:  Pass  No Pass

Have you submitted your Program of Studies to Graduate Studies?  Yes  No

Have you completed or scheduled your Comprehensive Exam?  Yes  No

**Procedure:**

1. Student completes and sends document to Supervisory Committee Chair(s) with the following:
   1. Individual Development Plan <https://www.unl.edu/gradstudies/professional-development/individual-development-plan> (Select either Online IDP tool STEM or Humanities & Arts)
   2. CV (see template <https://engineering.unl.edu/DBER/graduate-resources/>)
   3. Unofficial transcript from MYRED
2. The Supervisory Committee Chair(s) review student’s submitted documents.
3. The student and Supervisory Committee Chair(s) schedule a meeting to discuss evaluations and sign below to verify completion of evaluation.
4. The completed evaluation is sent by the Supervisory Committee Chair(s) to the EER Graduate Chair.

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

Supervisory Committee Chair(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student’s Self-Evaluation**

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

Supervisory Committee Chair(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Provide a self-evaluation in the following categories.**

**Research Skills:** Please evaluate the following skills and use the comment section to provide details.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Expectations are... | | | | |
| Exceeded | Met | Occasionally Not Met | Consistently Not Met | N/A or Unable to Assess |
| Progress on current project(s) |  |  |  |  |  |
| Takes ownership of project/shows initiative |  |  |  |  |  |
| Plans research studies that are aligned | ☐ | ☐ | ☐ | ☐ | ☐ |
| Familiarity with project relevant context, literature, methods |  |  |  |  |  |
| Reads and critically evaluates literature |  |  |  |  |  |
| Generates alternative solutions to problems |  |  |  |  |  |
| Collects data in alignment with best practices | ☐ | ☐ | ☐ | ☐ | ☐ |
| Analyzes data using appropriate methods | ☐ | ☐ | ☐ | ☐ | ☐ |
| Represents results clearly |  |  |  |  |  |
| Interprets data accurately |  |  |  |  |  |
| Learns & applies new techniques |  |  |  |  |  |

Provide comments on specific work/events when ratings are above or below Met Expectations:

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**Communication Skills:** Please evaluate the following skills and use the comment section to provide details.

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| --- | --- | --- | --- | --- | --- |
|  | Expectations are... | | | | |
| Exceeded | Met | Occasionally Not Met | Consistently Not Met | N/A or Unable to Assess |
| Written communication skills are appropriate for field and audience/venue |  |  |  |  |  |
| Oral communication skills are appropriate for intended audiences |  |  |  |  |  |
| Effectively presents work using technology (e.g., PowerPoint / Poster) |  |  |  |  |  |
| Responds to questions appropriately | ☐ | ☐ | ☐ | ☐ | ☐ |

Provide comments on specific work/events when ratings are above or below Met Expectations:

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**Interpersonal Skills:** Please evaluate the following skills and use the comment section to provide details.

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| --- | --- | --- | --- | --- | --- |
|  | Expectations are... | | | | |
| Exceeded | Met | Occasionally Not Met | Consistently Not Met | N/A or Unable to Assess |
| Cooperation with others |  |  |  |  |  |
| Responds positively to work demands |  |  |  |  |  |
| Engages with feedback in a professional manner | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reliability/Attendance/ Punctuality |  |  |  |  |  |

Provide comments on specific work/events when ratings are above or below Met Expectations:

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**Overall Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Expectations are... | | | |
| Exceeded | Met | Occasionally Not Met | Consistently Not Met |
| Overall Current Performance |  |  |  |  |

Provide comments on specific work/events when ratings are above or below Met Expectations:

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**Written Reflection**

1. Reflect on the previous year in terms of your progress in meeting the EER program objectives (include both strengths and areas for improvement):

* (RESEARCH) employ rigorous research skills to critique and make significant contributions to engineering education theory, practice and policy within an engineering discipline
* (TEACHING) design, implement, and assess research-based pedagogies, curricula, and assessment strategies within and across engineering disciplines and other STEM disciplines.
* (SERVICE) be an active member in the vibrant local (DBER Group), national (e.g., American Society for Engineering Education), and international (e.g., European Society for Engineering Education, Australasian Association for Engineering Education) community of engineering education researchers with a rich history (Engineering Education Pioneers)
* (CHANGE AGENT) lead, communicate, enact the creative spirit, and work in diverse teams to change education within and across engineering disciplines and other STEM disciplines.
* (DEI) promote diversity, equity, and inclusion (DEI) in engineering and embed considerations and practices for DEI in all aspects of one’s work.

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1. What goals do you hope to achieve next year (can be from IDP)?

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1. What help and/or resources do you need to achieve these goals?

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