

EVALUATION OF ANNUAL GOALS AND EXPECTATIONS FOR THE ACADEMIC SCHOOL YEAR, NRES MS PLAN A

Last updated: 6 January 2020

This must be completed before the end of every 2nd semester (May if you started in Fall, December if you started in Spring), and must include a new Statement of Annual Goals and Expectations for the next academic school year.

Student Name:
Advisor Name:
Start Semester/Year:
Program: NRES MS
Plan A or Plan B:

Checklist of Program Requirements (check if these have been completed):

Advisor Form
 Formation of Advisory Committee
 Program of Study

Completed Credits (only include completed credits, new students will have 0 in most of these slots):

Total Graduate Credits: ___/30
Total Credits Prior to Admission (including transfer) ___/9 (may not exceed 9)
Total Graduate Credits Earned at UNR: ___/21
Total 700-level Credits (including Thesis): ___/18
Total Satisfactory/Unsatisfactory Credits: ___/3 (may not exceed 3)
Years in Program: ___/6 (if over 6, credits may expire)
Quantitative Methods Courses (600 or 700 level): ___/6
Seminar Credits: ___/2

Committee: please list all members including your advisor and their department. If your advisor is not an active NRES faculty member, the additional member MUST be an NRES faculty member. The graduate school representative is a faculty member who is NOT an NRES graduate faculty member. Add additional lines if needed for larger committees.

Advisor:
Member:

1. State your professional and career goals (To be completed by the student):
2. State the proficiencies you intend to achieve during your time in the graduate program, specifically as they relate to your professional and career goals. (To be completed by the student).
3. Provide a summary of progress meeting each of the goals and expectations for how to achieve the six (6) student learning outcomes (SLOs) that follow and any additional proficiencies stated in question #2 from the previous Graduate Student Statement of Annual Goals.

Student Name:

| Topic | None | Initiated | Basic | Moderate | Mastered |
|--|------|-----------|-------|----------|----------|
| Research design and implementation | | | | | |
| Perform rigorous statistics/analytical methods | | | | | |
| Develop and demonstrate written and oral communication of research | | | | | |
| Develop professional skills relevant to their career goals | | | | | |
| Teaching experience | | | | | |
| Grantsmanship experience | | | | | |

Instructions: for each of the student learning outcomes, the advisor should assign their progress towards mastery as follows:

None: Student has not begun to develop this skill in any meaningful way.

Initiated: Student has begun to develop this skill or is currently taking coursework that supports this goal.

Basic proficiency: Student has developed skills or completed a course in this area but has not yet begun to extensively demonstrate this skill.

Moderate proficiency: Student has completed additional coursework, experience, or training in this area, and is demonstrating advanced performance in this area.

Mastered: Student has achieved a high level of performance in this area on par with a faculty member.

This table must include the previous year's assignments, and should be noted by the number of academic years since a student began the program. New students should be noted as "1".

We, the undersigned, approve this statement of student goals and expectations.

Student's name/signature/date:

Advisor's name/signature/date:

Graduate Director's name/signature/date: