

Department of Communication Sciences and Disorders
Wayne State University

Doctor of Philosophy Program: Annual Review of Progress of Ph.D. Students
Student Form

Part I: Report

Instructions to Ph.D. Students

Prepare your progress report.

You are responsible for preparing a written report using the headings from this Annual Evaluation of Advisee Progress form. Please include every heading and subheading, even if you have nothing to report in that category (enter "none" or "does not apply" when you have nothing to report). In most cases complete sentences are not required—lists of accomplishments are sufficient. Think of headings as a guide for developing a professional vita or portfolio. However, the faculty does request that you provide complete reference citations for any publications, presentations, or grants. The easiest way to prepare this report is to "cut and paste" your responses into the form below.

Submit the report.

Reports are to be prepared on an annual basis and submitted to your advisor no later than May 31st.

Schedule a meeting with your advisor.

Make an appointment with your advisor no later than May 15th to discuss the report. Your written report should serve as the basis for discussion about your progress toward the Ph.D. degree and other concerns related to professional development. Your advisor should complete the final section of the form during this meeting, and both of you should sign the completed report. One copy should be placed in your file and the other copy should be given to you.

Name _____ Date _____

Progress toward degree

	Actual Dates	Anticipated Dates
1. Admission to current Ph.D. program:	Semester/Year _____	Semester/Year _____
2. Plan of Work submitted:	Semester/Year _____	Semester/Year _____
3. Initial Advisory Committee Meeting completed:	Semester/Year _____	Semester/Year _____
4. Plan of Work Approved by Committee:	Semester/Year _____	Semester/Year _____
5. Research Coursework Completed:	Semester/Year _____	Semester/Year _____
6. Teaching Activity Completed:	Semester/Year _____	Semester/Year _____
7. All coursework (excluding dissertation credits) completed:	Semester/Year _____	Semester/Year _____
8. Comprehensive Exam I (Research Project) completed:	Semester/Year _____	Semester/Year _____
9. Comprehensive Exam II (Take Home) completed:	Semester/Year _____	Semester/Year _____
10. Comprehensive Exam III (Course Outline/Portfolio) completed:	Semester/Year _____	Semester/Year _____
11. Prospectus Meeting completed:	Semester/Year _____	Semester/Year _____
12. Defense of Dissertation completed:	Semester/Year _____	Semester/Year _____

Courses

1. List of courses completed since previous review (give semester/year, course number, title, and grade).
2. List of courses proposed for coming year (give semester/year, course number, title).
3. Total credits completed to date and current GPA.

Professional Development

1. Progress toward earning professional credentials (e.g. ASHA certification, teaching certification, etc.).
2. Volunteer or paid work related to career objective
3. Service on grad student/departmental/college/university/professional committees.
4. Membership in professional organizations.
5. Conferences or meeting attended.
6. Acquisition of technology skills.
7. Other

Scholarships and Fellowships

1. New scholarship and fellowships you have received during the past year.
2. Scholarships and fellowships that have carried over from the previous year.

Teaching

1. Teaching experiences (e.g., skills courses, lecture-type courses, volunteer assistant in course, co-teaching, guest lectures) since previous review (give course number, title, name of primary instructor, and your responsibilities).
2. Plans for coming year
3. Other

Research

1. Research skills acquired since previous review.
2. Participation in research projects since previous review (give project title, name of PI, your responsibilities).
3. Plans for coming year

Scholarly Productivity

1. Publications submitted, in press, or published since previous review (give complete reference citations and describe your contribution if paper is co-authored).
2. Presentations delivered since previous review (give complete reference citations and describe your contribution if paper/poster is co-authored).
3. Grant proposals submitted or funded since previous review (give complete reference citations and describe your contribution if proposal is co-authored).
4. Plans for coming year.
5. Other.

Part II: Self-Assessment

Instructions to Ph.D. Students

Complete the self-assessment below by checking the box that most accurately reflects that the statement is true or reflects your perception of your progress and competencies.

Process of Doctoral Education	Strongly agree (Proficient)	Partially agree (Partially Proficient)	Disagree (Not Proficient)
My research skills have improved over the past year.			
I am increasing my sense of direction and focus with regard to discipline and research goals.			
My theoretical knowledge has increased this year.			
My coursework has helped develop theoretical knowledge, research tools, and/or research skills.			
I am making sufficient progress toward completion of the Ph.D. degree			
My writing skills have improved significantly over the past year.			
I have identified a topic/them/area for my planned research.			
The process of completing this program is clear to me.			
The program is sufficiently flexible to meet my needs.			
I am receiving appropriate direction.			
I am gaining knowledge in the use of tools for research.			
Research and Academic Competencies	Strongly agree (Proficient)	Partially agree (Partially Proficient)	Disagree (Not Proficient)
I am able to read and critique scientific literature.			
I have demonstrated the ability to write clearly and completely without extensive feedback or supervision.			
I am independent in the use of tools necessary for research in my area (technology, statistical packages, etc.).			
I can design a study that is defensible.			
I am able to independently explain a research plan or results of a study with clarity and accuracy.			
My presentation skills (teaching, lecturing, etc.) are strong.			