

Student Name: _____

Student UIN: _____

Graduate Student Self-Evaluation

Dept: _____

Learning Outcomes

Major: _____

Distance Education Student (Check One): Yes , No

Degree Being Pursued: _____

Student Enrollment Status (Check One): Part-time , Full-time

Product of Research, if Applicable (Check One): Thesis , Non-Thesis , Dissertation , Record of Study

INSTRUCTIONS: Check the box most appropriate for your competency level.

How well do you meet the following learning outcomes expected by TAMU?		*USE THIS DESCRIPTION TO CALIBRATE EXPECTATIONS*				I Don't Know
		Well Above (5)	Above (4)	Meets Expectations (3)	Below (2)	Well Below (1)
1	Exhibits a coherent understanding of discipline-specific knowledge?	Ideal clarity on critical concepts	Strong clarity on critical concepts	Articulates foundational concepts across the breadth of the discipline; distinguishes between opposing theoretical frameworks; some clarity	Poor clarity on critical concepts	No clarity on critical concepts
2	Applies discipline-specific knowledge in a range of contexts to solve problems and make decisions?	Applies all relevant info; ideal resolution	Applies most relevant info; strong resolution	Applies relevant concepts to justify decisions; may not apply all relevant information; may not come to the ideal resolution	Relies on some irrelevant info; poor resolution	Relies on irrelevant info; incorrect resolution
3	Uses a variety of sources and alternative views when critically evaluating ideas and information?	Ideal sources; considers all views; critical evaluation	Strong sources; considers most views; some critical eval	Sources used to evaluate are both relevant and applicable; student seeks multiple perspectives; information considered is generally thorough; some critical thought applied	Mediocre sources; lacking viewpoints; little critical eval	Poor sources; missing critical viewpoints; no critical eval
4	Communicates effectively?	Crystal clear; seamless transitions	Very clear; smooth transitions	Central message is clear and consistent in written and oral form; ideas presented in logical order; transitions between ideas are adequate	Lacking clarity or order; poor transitions	Unclear; illogical; no transitions
5	Teaches or explains the subject matter in their discipline to a range of audiences?	Ideal delivery; ideal for audience	Strong delivery; well designed for audience	Delivery techniques and language choices are appropriate for the audience; student has the ability to transition between different audiences; may not be flawless or smooth	Mediocre delivery; somewhat appropriate for audience	Poor delivery; inappropriate for audience
6	Exhibits proficiency in technology appropriate to solve problems in their discipline?	Expert proficiency	Advanced proficiency	Demonstrates basic knowledge of, and basic proficiency in technology and tools specific to the discipline; may rely on others for some guidance	Lacking proficiency	No proficiency
7	Chooses ethical courses of action in research or practice?	Addresses all ethical questions	Addresses most ethical questions	Recognizes ethical questions; attempts to apply ethical perspectives & concepts to research and practice	Doesn't recognize all ethical questions	Doesn't recognize any ethical questions

Student UIN: _____

INSTRUCTIONS: The following section should be completed if you are a MS-thesis option student or doctoral student completing a dissertation.

Check the box most appropriate for your competency level.

How well do you meet the following learning outcomes expected by TAMU?		Well Above (5)	Above (4)	*USE THIS DESCRIPTION TO CALIBRATE EXPECTATIONS* Meets Expectations (3)	Below (2)	Well Below (1)	I Don't Know
8	Develops clear, hypothesis-driven, or data supported research plans?	Ideal clarity; well supported by data	Strong clarity; well supported by data	Articulates research questions supported by data, or relying on clear hypotheses; may not identify all complexities and nuances inherent to the proposed research	Somewhat clear; mildly supported by data	Unclear; unsupported by data	
9	Conducts valid, data-supported and theoretically consistent research?	Ideal controls, quality or reproducibility; ideal analysis	Strong controls, quality or reproducibility; strong analysis	Executes research with appropriate controls, sufficient quality and reproducibility, and valid analysis using methods appropriate to the discipline	Poor controls, quality or reproducibility; Poor analysis	No controls, quality or reproducibility; Incorrect analysis	
10	Effectively disseminates research results in appropriate contexts?	Expertly conveys relevance or applicability	Conveys relevance or applicability with skill	Information presented attempts to distill a large body of knowledge into relevant points; demonstrates relevance of completed research; articulates broader applicability of research	Poor ability to convey relevance or applicability	Unable to convey relevance or applicability	
11	Did you pass your final defense? (Circle One)						
						Yes	No

Date Form Completed: _____