

Graduate Student Self Assessment Guidance

University of California, Davis | Earth and Planetary Science Graduate Program

This guidance document lists the different kinds of activities you may be involved in during each year in graduate school. In considering your progress on your research, it is important to do that in the context of all these learning and professional development activities. Complete this worksheet on a separate sheet or document.

- This or a similar type of assessment should be part of the preparation for the annual Student Progress Assessment (SPA) completed with your advisor through Graduate Studies each year in the spring.
- It can also be used on a quarterly basis to track your own progress and/or to communicate with your advisor, and to share your progress with your advisory/thesis committee in your annual meeting.
- It is also recommended to summarize these activities (and time commitment for each) in the self-assessment for your prospectus meeting to provide context for your prospectus committee.

The year so far...

1. Were you working as a TA? Number of hours per week (10 or 20)? Was this a new TA assignment for you or one you had done before. How many hours per week were committed to these TA-related activities? What were the benefits or challenges of working as a TA.
 - a. Fall
 - b. Winter
 - c. Spring
 - d. Summer
2. Which courses have you taken? How many hours per week were committed to these activities? How are these courses related to the degree requirements? What were the benefits and/or challenges of each course?
 - a. Fall:
 - b. Winter:
 - c. Spring:
3. Other activities that you were involved in (Reading groups, department service, mentoring, professional development, outreach)? How many hours per week were committed to these activities? What were the benefits and/or challenges? How are these activities linked to your career goals?
 - a. Fall
 - b. Winter
 - c. Spring
 - d. Summer

4. What were your main research related activities? How many hours per week were committed to these activities? Did you have funding to continue research over the summer? What were the benefits and/or challenges of your research time?
 - a. Fall
 - b. Winter
 - c. Spring
 - d. Summer

Summary: using the information in questions 1-4, provided a summary assessment of your progress this year. Are there areas in which you feel that you excelled? Are there areas in which you feel that you need to make changes (what kind of changes)? Are there areas you want to discuss more with your advisor or other mentor to brainstorm ways in which you can improve progress, or change directions?

Plans for next year:

- How many quarters (and summer) will you be working as a TA?
- Will you have funding to continue research over the summer?
- What are your main research goals for the coming year?
 - Make a quarterly-level plan (goal, actions, time-line) for achieving these goals.
- What are your main professional development goals for the coming year?
 - Make a quarterly-level plan (goal, actions, time-line) for achieving these goals.