Student Name:_____

Student UIN:_____

Graduate Student Self-Evaluation
Learning Outcomes

Dept:_____

Major: _____

Degree Being Pursued:_____

Distance Education Student (Circle One): Yes / No

Student Enrollment Status (Circle One): Part-time / Full-time

Product of Research, if Applicable (Circle One): 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*					
	Well Above (5)	Above (4)	Meets Expectations (3)	Below (2)	Well Below (1)	I Don't Know
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 ☐	☐

College of Agriculture and Life Sciences, MS 2402

Date Form Completed:_____

Form Revised: January 2018

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?	*USE THIS DESCRIPTION TO CALIBRATE EXPECTATIONS*					I Don't Know
	Well Above (5)	Above (4)	Meets Expectations (3)	Below (2)	Well Below (1)	
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**