

CBC GSAR (Graduate Student Annual Review) User Guide

Each CBC graduate student should meet with their committee annually to discuss their academic progress, and a GSAR workflow has been implemented in Slate to support this annual review.

The annual committee meeting is also a good opportunity for students and their advisors to reflect on the mentoring experience. Before the meeting, students should fill out this [mentoring survey](#). At the end of the meeting, it is recommended that the committee meet with the student without the advisor present to discuss any advisor-specific challenges, with the student addressing whether the research topic a good fit for them and their advisor, and whether they feel like they are getting the support they need to make progress on their research.

Below are the detailed instructions about the GSAR forms that the student, their advisor, and committee chair need to complete before or after the annual committee meeting.

Synopsis (if you don't want to read the detailed instruction below)

3 steps:

1. Student: student will receive an email, and should submit the “Student” form at least 3 days prior to the committee meeting.
2. Advisor: before the committee meeting, complete the “Evaluation” form → send to the “PLO” bin → complete the “PLO” form → send to the “Summary” bin.
3. Committee chair: after the committee meeting, complete the “Summary” form → send to the “Complete” bin → download the PDF, and send it to the student.

Note that other committee members only need to review the forms, and email comments to the chair if necessary.

Detailed instruction

Dashboard (loaded from Banner)

At the start of the review period, some data for the academic year (AY) under review is loaded from Banner into Slate for active grad students, including:

- advisors
- enrolled courses
- status (program, degree, start term, candidacy date, active terms since candidacy, master's date)

Each student whose data is loaded becomes active in the GSAR workflow and placed in the 'Student' reader bin. Since these students are not yet ready for faculty review, the bin is not visible to faculty in the reader until the student fills out the “Student” form. Committee, Planned Courses, Publications, and Conference Presentations will also show up in Dashboard.

Student (completed by student)

Grad Div sends a batch email to each active GSAR student that includes a link to complete the student form in Slate:

Dear {{first}},

The Graduate Student Annual Review (GSAR) for AY {{ay}} is now open.

Please log in using your campus Single Sign On (SSO), select Graduate Student Annual Review, and complete the Student Summary form. When complete, submit your responses. Once submitted, your performance will be reviewed by faculty.

If you have questions or need more time, please coordinate with your advisor, {{advisor}}.

Thank you,

The student form asks the following questions. **Please upload the [Individual Development Plan \(IDP\)](#), and a two-page written research report (with background and context of the work, along with future plans) as supporting documents.** Please complete the “Student” form at least **3 days** prior to their committee meeting.

[Home](#)
Student
[Review and Submit](#)

Student Summary

Please respond to each item below.

AY2024-2025

Advisors:
Primary - Hratchian, Hrant - hhratchian@ucmerced.edu

Committee	Member Type	Name	Email
	Add		

Status	AY	Program	Degree	Start Term	Candidacy Date	Active Terms Since Candidacy	Master's Date
	2024-2025	CBC	PHO	F22			

Enrolled Courses	Term	Subject	Num	Units	Title
	Spring 2025	CHEM	295	12	Graduate Research
	Fall 2024	CHEM	295	12	Graduate Research

IDP

Individual Development Plan

[Choose File](#) | No file chosen

Research Report

two pages, with background and context of the work and future plans

[Choose File](#) | No file chosen

Have you completed an Individualized Development Plan with your advisor?

☐ Yes
☐ No

About how often did you meet with your advisor this year?

About how often did you meet with your advisory committee this year?

v

Courses planned for next AY	Term	Subject	Num	Units	Title
	Add New				

I have no planned ☐ Confirm
courses for next AY

Presentations / Publications since last AY review	Type	Presentation Type	Author(s)	Citation Title	Status
	Add New				

I have no ☐ Confirm
presentations /
publications since
last AY review

Please respond to each item above. When ready to submit your responses, continue to the review page.

Continue

Evaluation (completed by primary advisor)

Upon completion of student input, the student is moved to the 'Evaluation' bin. Only faculty listed as an advisor or committee chair/member for a student will see that student in the reader bin. It is expected that the primary advisor will complete the Evaluation reader form for a given student for the reference AY. One needs to add the student to the queue before completing the form. The Evaluation reader form asks the following questions:

Evaluation

AY
2024-2025

Summary of student progress and accomplishments this
year

How often does the advisor plan to meet with the
student next year?

Weekly ☒

How often does the advisory committee plan to meet
with the student next year?

Annually ☒

Expected degree (PhD or Masters), and term and year of
graduation

Major products, milestones, and activities (e.g.
workshops, professional development, etc) anticipated
for next year

Plan for funding next Fall

☒

Plan for funding next Spring

☒

Q.1

Overall evaluation (Satisfactory or Unsatisfactory)

A.1

Q.2

If unsatisfactory, list what needs to happen next year for a return to satisfactory progress (enter N/A if satisfactory)

A.2

Send to Bin

Current Bin
Evaluation

Next Bin (required)

PLO (Program Learning Outcomes) ▼

Next Reader (optional)

Send

Draft Saved

Choose "PLO" for "Next Bin" in the section "Send to Bin".

PLO (completed by primary advisor)

Upon completion of the Evaluation reader form, the student is moved to the 'PLO (Program Learning Outcomes)' bin. Only faculty listed as an advisor or committee chair/member for a student will see that student in the reader bin. It is expected that the primary advisor will complete the PLO reader form for a given student for the reference AY. One needs to add the student to the queue before completing the form. The PLO reader form asks the following multiple-choice questions, and a single optional comment may be added at the bottom of the PLO form:

PLO (Program Learning Outcomes)

AY

2024-2025

Select the best choice for each question. The Comment field may be used to elaborate on one or more multiple choice responses.

Q1 _____

☒ Possess the fundamental knowledge needed to understand and critically evaluate current research in their chosen sub field of chemistry

☐ Initial {the proficiency of someone who has not acquired skills beyond that of a Bachelor's degree)

☒ Emerging

☐ Developed

☐ Highly Developed (the expected proficiency of a Post-Doctoral Scholar or Assistant Professor)

Q.2

Communicate fundamental concepts in their field as well as their own research effectively, in both written and oral form

☐ Initial {the proficiency of someone who has not acquired skills beyond that of a Bachelor's degree)

☒ Emerging

☐ Developed

☐ Highly Developed (the expected proficiency of a Post-Doctoral Scholar or Assistant Professor)

Q.3

Conduct themselves ethically and responsibly in science-related professions

☐ Initial {the proficiency of someone who has not acquired skills beyond that of a Bachelor's degree)

☐ Emerging

☒ Developed

☐ Highly Developed (the expected proficiency of a Post-Doctoral Scholar or Assistant Professor)

Q.i__

Be proficient in laboratory, theoretical, and/or computational techniques necessary to contribute to knowledge in their chosen sub field of chemistry

☐ Initial (the proficiency of someone who has not acquired skills beyond that of a Bachelor's degree)

☐ Emerging

☐ Developed

☐ Highly Developed (the expected proficiency of a Post-Doctoral Scholar or Assistant Professor)

Q.,_L_

Identify new research opportunities, plan effective strategies for pursuing these opportunities, and conduct research that makes a new contribution to knowledge in

☐ Initial (the proficiency of someone who has not acquired skills beyond that of a Bachelor's degree)

☐ Emerging

☐ Developed

☐ Highly Developed (the expected proficiency of a Post-Doctoral Scholar or Assistant Professor)

Comment <optional>

If desired, add a comment for any/all responses above.

Send to Bin

Current Bin
PLO (Program Learning Outcomes)

Next Bin (required)

summary

Next Reader (optional)

Upon completion of the PLO reader form, choose “Summary” for “Next Bin” in the section “Send to Bin”.

Summary (completed by committee chair)

Committee chair answers the following three questions (they replace Part II of the current IDP form):

Q1: Summarize the progress the student has made toward the degree during the past year (coursework, exams, research, publications, presentations). Note any specific or general areas of concern.

Q2: If the student has advanced to candidacy, summarize what the student needs to accomplish in order to have a defensible dissertation and give your best estimate of when that might occur.

Q3: Note any additional recommendations for this student’s professional development outside the standard program requirements. (Examples: additional coursework or self-study, training in specific skills, English language training for international students, writing instruction, symposia or short courses at conferences.)

summary

AY

2024-2025

Q.1

Summarize the progress the student has made toward the degree during the past year (coursework, exams, research, publications, presentations). Note any

A.1

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Q.2

If the student has advanced to candidacy, summarize what the student needs to accomplish in order to have a defensible dissertation and give your best estimate of

A.2

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Qd

Note any additional recommendations for this student's professional development outside the standard program requirements. (Examples: additional coursework or self-

A.3

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Send to Bin

Current Bin
Summary

Next Bin (required)

Complete

Next Reader (optional)

Send

Draft Saved

Choose “Complete” for “Next Bin” in the section “Send to Bin”

Complete (committee chair sends the PDF to the student)

Since the student does not have access to the Evaluation/PLO/Summary responses, their committee chair can click the ‘Download PDF’ link in the reader to send to the student, which will include all student and faculty input.