

Annual Progress Report

Student

Area

Primary supervisor(s)

Advisory committee

(required for PhD students only)

PART A. Student Report

Section 1. Summary of Academic Activities. Provide a point form description of research projects, academic activities, and achievements since your last Annual Progress Report (e.g., papers written, data collected, conferences attended, literature reviewed, courses TA'd).

Section 2. Goals. List goals and academic activities planned between now and the next Annual Progress Report.

Section 3. Course Requirements. Course requirements are determined by the student's previous academic background, their Graduate Research Field, and their program. For your specific course requirements please see <https://uwaterloo.ca/academic-calendar/graduate-studies/catalog#/programs?group=Psychology>. In completing the section below: mark courses completed since your last annual report with an asterisk (*) If you have received a course substitution that permits you to use a course not listed in the graduate studies academic calendar associated with your program to meet a course requirement of your program, mark the courses with a percentage sign (%).

Statistics courses List completed statistics courses

Number required

Number taken

Core courses List completed core courses

Number required

Number taken

Breadth courses List completed breadth courses

Number required

Number taken

List any Graduate Diplomas (e.g., CDASH, Cognitive Science) you are completing:

Unless beyond program time limits, students are required to complete their respective area seminars. <i>Have you completed your area seminar this past year?</i>	yes	no	N/A
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After completing Part A:

1. Save the file as **LASTNAME_AREA_ProgressYEAR**
 2. Send the progress report and your CV to your supervisor(s) to complete Part B.
- (Example: SMITH_CNS_Progress2024)

PART B: Supervisor Report

How often do you meet with the student?

Overall Ratings. What is your general assessment of the student's progress in their graduate training?

Satisfactory. Progress is meeting expectations.

Satisfactory, some concerns. Progress is slightly under expectations; student's progress requires some improvement to be within satisfactory standing; student will be provided with specific actions to improve progress; should improvement not be demonstrated, student is at risk of receiving "unsatisfactory" at next review.

Unsatisfactory. Progress is not meeting expectations; student will be provided with a remediation plan which will articulate the areas needed for improvement (to return to satisfactory standing), the supports in place to help the student achieve satisfactory standing, and the timeline by which to demonstrate improvement.

Please provide feedback regarding the student's academic activities and achievements since the last Annual Progress Report and their planned academic activities until the next Annual Progress Report.

If the rating is Satisfactory, Some Concerns or Unsatisfactory, please provide reasons for the rating, and actions to improve performance. Comments should be reasonable, and the level of detail commensurate with the level of concern. **Please note:** An Unsatisfactory rating will require a formal remediation plan that includes, minimally, actions to improve performance, and a timeline for completing them. This plan is intended to support the student in performing at the required level. Please contact Associate Chair – Graduate Studies – Psychology if a remediation plan is required. Students that receive either of these ratings will need to complete an interim progress report.

In the case where a student receives an Unsatisfactory rating, the student will be placed on conditional status - the meaning of which is that the student is at risk of being required to withdraw if substantive improvements in performance are not observed. The student shall be given one to two additional terms (at the discretion of the Associate Chair – Graduate Studies – Psychology) to complete these requirements and return to satisfactory standing. If progress on any subsequent assessment is deemed Unsatisfactory after receiving the first evaluation of Unsatisfactory, the student may be required to withdraw from the program.

After completing Part B, send the filled progress report to the student. Also, schedule a meeting with the student to discuss the progress report (see Part C).

PART C: Student Meeting and Confirmation of the Review of Annual Progress Report by Student and Supervisor

The student shall have the opportunity to meet with the supervisor(s) to discuss the progress report. This discussion should focus on progress relevant to program outcomes (see Appendix A). For example, to what extent has the student demonstrated skills relevant to a given program outcome? Which activities in the last year have facilitated growth in this area? What goals does the student have for this area in the coming year? Student can also take this opportunity to discuss career goals with their supervisor amongst other issues deemed relevant by the student and supervisor(s).

The student may also comment on the progress report and overall rating in the field below.

The following signatures indicate that this report has been discussed to the satisfaction of both parties and in the case of an Unsatisfactory rating that a formal remediation plan has been created in consultation with the Associate Chair – Graduate Studies – Psychology (see above). If there are any unresolved issues, then please consult the Associate Chair, Graduate Studies - Psychology. If the student seeks to have the evaluation reconsidered, then the student may proceed under Policy 70 with the Associate Dean, Graduate Studies in Arts.

Date of meeting

Student signature

Supervisor signature(s)

Associate Chair signature

Appendix A. MA and PhD Programs Outcomes [updated 2024].

MA Program Outcomes	PHD Program Outcomes
Knowledge of core theories, foundational research, methods, and current issues in the domain of one's research specialization	Comprehensive knowledge of core theories, foundational research, methods, and current issues in the domain of one's research area, and relevant knowledge outside the field
Developing ability to critically evaluate psychological research and understand complex issues based on established principles	Ability to critically evaluate psychological research and make informed judgements on complex issues.
Ability to identify gaps in existing psychological knowledge and theory and to develop productive questions for further investigation.	Ability to function independently and creatively in identifying gaps in existing psychological knowledge and theory and in developing productive questions for further investigation.
The conceptual and methodological competence to design and execute rigorous empirical studies in psychology and/or to develop and support a sustained argument in written form applying knowledge in psychology to a novel problem.	The conceptual and methodological competence to independently design and execute empirical studies in psychology of sufficient rigor and quality for publication in peer-reviewed scientific journals.
Ability to understand and apply basic inferential statistics.	Ability to understand and apply basic and advanced inferential statistics to psychological data and additional statistical techniques relevant to their own research specialization.
Understanding of and commitment to ethical conduct of research with humans and to research integrity, as laid out by relevant governing bodies	Understanding of and commitment to ethical conduct of research with humans and to research integrity, as laid out by relevant governing bodies
Ability to communicate research findings and arguments in psychology accurately in written and oral formats.	Ability to communicate complex research findings and arguments in psychology accurately and effectively in written and oral formats within and beyond psychology.
Ability to support the teaching and mentorship of undergraduate students effectively in classroom, lab, and individual settings.	Ability to support the teaching and mentorship of undergraduate and graduate students effectively in classroom, lab, and individual settings and the potential to do so independently.
Possess qualities and transferable skills necessary for jobs which require: a) personal responsibility and exercising initiative; b) decision-making in complex situations; c) the intellectual independence needed for continuing professional development with a commitment to collegiality and service; and d) appreciating the broader implications of applying knowledge to particular contexts.	Possess qualities and transferable skills necessary for: a) jobs which require personal responsibility and largely autonomous initiative in complex situations (b) the intellectual independence needed for continuing professional development with a commitment to collegiality and service; and c) appreciating the broader implications of applying knowledge to particular contexts
Ability to recognize limitations in one's own knowledge of psychology and research methods, and to identify directions for further learning.	Awareness of the limitations of their own knowledge, research methods, and scholarly contributions and an openness to the potential contribution of other disciplines, together with the ability to discern areas for future learning and growth.