

First Year Review for HESA Doctoral Students

Outline of the Review Process

During the first 18 hours of study all students must complete at least two HESA courses. When students have achieved this milestone they must go through a first year student review. In some instances a student may also be close to completing 18 hours and may wish to have a first year review. In such instances students must first secure the approval of his or her advisor and have completed at least two HESA courses. Reviews take place in April (deadlines will be emailed once dates are determined).

A. Student Responsibilities –

1. Student sends a copy of the student review form to **each** professor from whom they took courses while accumulating their first 18 hours of credit.
2. Student selects a set of papers completed in her/his courses and writes a 4-5 page reflective essay describing:
 - a. the 3-5 most important things s/he has learned about the field of higher education, and
 - b. how this learning has influenced her/his thinking about future research and career plans.
3. Student submits the essay and supporting papers to his/her advisor along with:
 - a. an unofficial transcript demonstrating performance in early coursework,
 - b. a preliminary Program of Study that identifies courses to be completed in both major and minor areas, and
 - c. a plan for the Early Inquiry Experience.
4. Student schedules meeting with advisor after end of semester discussion to discuss progress.

B. HESA Instructors' Responsibilities

1. Complete one copy of the **First-Year Doctoral Student Review Form** (attached) for each first-year student taking your course(s). (If you have a student in multiple courses, you may complete a single form for that student.)
2. Send completed form to each student's advisor.
3. Participate in an end-of-semester discussion of the progress of individual first-year students.

C. Advisor's Responsibilities

1. Review the student's essay and supporting papers.
2. Review **First-Year Doctoral Student Review** forms submitted by the student's instructors. (If the student has not yet taken at least two classes taught by HESA faculty, the advisor will send the student's reflective essay to every HESA faculty member.)
3. Present a case focused on the student's development in a meeting of HESA faculty wherein student progress is addressed.
4. Inform the student of faculty comments about her/his progress and future program plans.