

SENIOR CAPSTONE IN STATISTICS COMMITTEE AGREEMENT

Rose-Hulman Institute of Technology

Introduction

Students completing their senior capstone experience in statistics with Dr. Reyes are required to form a committee to oversee their progress throughout the year. Requesting that you participate on this committee reveals the student highly values your input and expertise. We recognize that this is an investment of your time in their academic success and future. In an effort to respect your time, this document discusses the role of the committee members.

Role of a Committee Member

The primary role of the committee member is to provide feedback on the progress of the student toward addressing their research question. A large part of the student experience is clearly communicating to a broad audience the question(s) they are pursuing, their progress, and the results obtained. We are asking that you agree to *read* and *provide feedback* on four presentations:

1. Short (max 2 pages) progress report delivered during week 9 of the Fall term. This will summarize the question being addressed.
2. Short (max 2 pages) progress report delivered during week 9 of the Winter term. This will summarize the progress conducted on addressing the question and preliminary results.
3. A draft of the final written report/thesis to be delivered during week 8 of the Spring term. This will detail the research conducted and the results obtained.
4. An oral presentation summarizing the research. This generally occurs during week 6 or 7 of the Spring term.

In the way of feedback, we are asking that you fill out the attached form (as appropriate to the deliverable) and return it within 1 week of receiving the deliverable.

If you are a professional in a field related to the discipline addressed in the student's project, the student may wish to meet with you to ask further advice. Such meetings are *not* an expectation and are subject to your availability.

You are of course welcome to take a more active role than that described above in supporting the student's success.

Contract

By signing below, you acknowledge that we have carefully read this document, and agree to support the student in their research to the extent described herein.

Student

Date

Student

Date

Committee Member

Date

Feedback Form: Fall Progress Report

At this point in their capstone experience, the student should have identified the specific question(s) of interest they intend to study. The student should also have completed a literature review to understand how their question fits within the current body of knowledge on the topic. Finally, the student should have identified a concrete next step to address the question of interest.

Your feedback on the progress of the student is greatly appreciated. Please fill out the following form and return to Dr. Reyes by the *Wednesday of Week 10* of the Fall term. If you have any questions, please do not hesitate to contact Dr. Reyes.

1. How would you summarize the progress of the student?

Exceeds
Expectations

Meets
Expectations

Undecided

Does Not Meet
Expectations

Unacceptable
Progress

2. State any potential areas for improvement or advice you have for the student.

3. State any areas of strength identified or encouragement you have for the student.

Feedback Form: Winter Progress Report

At this point in their capstone experience, the student should have made significant progress in addressing their research question. The student should also have some preliminary results. Finally, the student should have identified at least one limitation of their study.

Your feedback on the progress of the student is greatly appreciated. Please fill out the following form and return to Dr. Reyes by the *Wednesday of Week 10* of the Winter term. If you have any questions, please do not hesitate to contact Dr. Reyes.

1. How would you summarize the progress of the student?

Exceeds
Expectations

Meets
Expectations

Undecided

Does Not Meet
Expectations

Unacceptable
Progress

2. State any potential areas for improvement or advice you have for the student.

3. State any areas of strength identified or encouragement you have for the student.

Feedback Form: Oral Presentation

The oral presentation is an opportunity for the student to disseminate the results of their research to a broad audience. They should have a command of how the question of interest fits into a larger body of work, the methodology employed, and the results obtained. Further, students should be able to clearly communicate these aspects of their project.

Your feedback on the student's presentation is greatly appreciated. Please fill out the following form and return to Dr. Reyes when possible. If you have any questions, please do not hesitate to contact Dr. Reyes.

1. The primary question of interest was clearly communicated and motivated for a broad audience.

Strongly
Agree

Agree

Undecided

Disagree

Strongly
Disagree

2. The results were summarized clearly for a broad audience.

Strongly
Agree

Agree

Undecided

Disagree

Strongly
Disagree

3. State any potential areas for improvement or advice you have for the student.

4. State any areas of strength identified or encouragement you have for the student.

Feedback Form: Written Report

The final written report is the culmination of the student's research experience. It should fully document their work for future researchers. It should demonstrate a command of how the question of interest fits into a larger body of work, the methodology employed, and the results obtained. While the methodology is directed to discipline experts, the introduction and conclusion should be approachable to a broad audience.

Your feedback on the student's report is greatly appreciated. Please fill out the following form and return to Dr. Reyes by the *Wednesday of Week 9* of the Spring term. If you have any questions, please do not hesitate to contact Dr. Reyes.

1. How would you rate the overall *clarity* of the report?

Excellent

Good

Adequate

Poor

Unacceptable

2. How would you rate the overall *quality* of the work conducted?

Excellent

Good

Adequate

Poor

Unacceptable

3. State any potential areas for improvement or advice you have for the student.

4. State any areas of strength identified or encouragement you have for the student.