

ETSU Experimental Psychology PhD Program
Annual Graduate Student Evaluation Form

Student Name (print) and Cohort Year:

Primary Academic Advisor Name (print):

Semester (circle specifics): Spring Summer Fall Year (write in): _____

**Program Year
(circle proper level):**

Year 1

Year 2

Year 3

Year 4

INSTRUCTIONS for ADVISORS (IMPORTANT, PLEASE READ CAREFULLY):

***Ratings should reasonably reflect their actual time in the program to date. The purpose of the evaluation process is to show accurately the development which occurs across time as a result of experience, education, and training.** Mark N/A if an item is not applicable, and fill out all other item as follows:

Scale/Rating Definitions:

Beginning Student Level: Possesses basic skills. For example, ratings reflect knowledge, understanding, and application of fundamental research methods and analyses. Students are most likely to consistently achieve this level during their first year in the program.

Intermediate Student Level: Possesses intermediate skills. For example, ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an intermediate student status. Intermediate criteria in the area of research include, but are not limited to, accomplishments such as: ability to formulate hypotheses and articulate methods to test research questions; understanding and use of advanced techniques of statistical analyses with faculty supervision; competently designing and conducting research projects with faculty supervision; engagement in at least one opportunity annually with regard to professional dissemination of research results (e.g., presents at conferences, submits manuscripts to peer-reviewed outlets); assists faculty in developing grants appropriately; etc. Students are most likely to consistently achieve this level during their second year in the program.

Advanced Student Level: Possesses advanced skills. For example, ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an advanced student status. Advanced criteria in the area of research include, but are not limited to, accomplishments such as: acquisition of skills needed to execute sophisticated techniques of statistical analyses without faculty supervision; independence in competently designing and conducting research projects; engagement in multiple opportunities annually with regard to professional dissemination of research results (e.g., presents at conferences, submits manuscripts to peer-reviewed outlets); primary authorship on small grants and/or advanced assistance of faculty on large grants; etc. Students are most likely to consistently achieve this level during their third year in the program.

Professional Level: Possesses entry-level doctoral professional skills. For example, ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an entry-level professional with a doctoral degree. Students at this level in the area of research exceed advanced standing in competently designing and conducting research projects by identifying gaps in previous literature and applying theory. Research design and analysis skills are doctoral level. Students are most likely to consistently achieve this level during their fourth year or during dissertation completion.

Please be as objective and honest as possible so that we may deliver the most accurate feedback to the student, and if needed, create a competency-based remediation plan with specific, clear goals. Please discuss your ratings with the student researcher, during which time you may adjust the ratings as you see fit and sign the form. Your time and effort is greatly appreciated!

Research

At what level does the student demonstrate substantial understanding or competence in...

1...research design (e.g., between and within designs, correlational and experimental designs).					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
2...understanding and use of appropriate methods and instrumentation (e.g., surveys, imaging techniques, tests, observation).					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
3...dissemination of research results (e.g., professional conference presentations, manuscript submissions to peer-reviewed outlets).					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
4...use and interpretation of statistical tests and analyses (e.g., descriptive statistics, correlation, t-tests, ANOVA, ANCOVA, MANOVA, regression, SEM, evaluations of mediation/moderation, power/effect size estimations).					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
5...use of professional-grade software (e.g., SPSS/PASW, SAS) to accomplish statistical analyses. B.2 1-2b, B.3a8					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
6...translation of psychological research (bench to bedside; how basic findings can be translatable to applied settings and situations; conducting research in applied areas; collaborating on actual translation or intervention)					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
7...issues of cultural and individual diversity as applied to research.					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
8...effective supervision and leadership of lab personnel.					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

_____positive attitude toward research in psychology

Teaching

At what level does the student demonstrate substantial understanding or competence in...

1...mechanics of teaching (e.g., syllabus and class preparation, classroom or online presentation and management, testing and grading)					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

2... issues of cultural and individual diversity in the classroom.					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

3... knowledge of content in courses taught					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

- _____ professionalism in the classroom (e.g., starts class on time, doesn't cancel class often, returns papers in a timely fashion, keeps regular office hours, responds to students outside of class)
- _____ appropriate encouragement of student interaction in the classroom
- _____ responsiveness to student comments/questions in the classroom
- _____ positive attitude toward teaching of psychology

Description: _____

Professionalism/Colleagiality

At what level does the student demonstrate substantial understanding or competence in...

1... initiative and seeking out professional development opportunities and growth (e.g., attending talks and defenses, applies for awards, initiates ideas for conferences, mentors peers)					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

- _____ interpersonal communication with faculty and peers (friendly, helpful, socially appropriate)
- _____ responsibility and strong work ethic (e.g., does what is expected or assigned, attends meetings on time)
- _____ prompt responsiveness (e.g., drafts, assignments, emails, revisions)
- _____ appropriate contribution and presence in the ETSU Department of Psychology and primary lab

Description: _____

Academics

At what level does the student demonstrate substantial understanding or competence in...

1... integration and accumulation of knowledge					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

2... translating the science of psychology					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

_____ **diligence in coursework (e.g., comes to class prepared, completes assignments on time)**

_____ **positive attitude toward learning psychological science**

Description: _____

General Comments by Advisor:

Student Strengths:

Student Areas for Improvement:

Advisor's Signature

Date of Signature

Student's Signature

Date of Signature