|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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.21-2b, 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/Collegiality**

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Dissemination**

During the evaluation period, please indicate how many of each of the following forms of research dissemination occurred.

*Note: Each product should be counted in only one ‘level’ within a category, though it may be counted in multiple categories (for example, a funded grant leading to a conference presentation and a manuscript submitted for publication should be counted in all three categories).*

**Journal articles**: In preparation \_\_\_\_\_ Under review \_\_\_\_\_ In revision \_\_\_\_\_ Accepted \_\_\_\_\_

**Local or regional conference posters or presentations**: Proposed \_\_\_\_\_ Accepted \_\_\_\_\_ Presented \_\_\_\_\_\_

**National or international posters or presentations**: Proposed \_\_\_\_\_ Accepted \_\_\_\_\_ Presented \_\_\_\_\_\_

**Book chapters:** In preparation \_\_\_\_\_ Under review \_\_\_\_\_ In revision \_\_\_\_\_ Accepted \_\_\_\_\_

**Preprints posted to an online repository** (e.g, PsyArXiv) \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Intramural grants** (excluding travel): Submitted \_\_\_\_\_\_\_\_\_ Funded \_\_\_\_\_\_\_\_\_

**Extramural grants** (excluding travel): Submitted \_\_\_\_\_\_\_\_\_ Funded \_\_\_\_\_\_\_\_\_

**Other research products** (e.g., preregistrations, disseminated datasets or code, instruments, software): \_\_\_\_\_\_\_\_\_

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:

\_\_\_\_\_ **research productivity**

**\_\_\_\_\_ submitting milestone projects (e.g., thesis) for publication**

Description: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

General Comments by Advisor:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Strengths:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Areas for Improvement:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor’s Signature Date of Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature Date of Signature

**Attach the student’s current c.v. to this document**.