

APPENDIX F: Middle States Outcomes Forms

Note to Students: Prepare 1 form for each committee member, by filling in your name, date of the meeting, and each committee member's name. Print in "landscape" orientation and distribute to committee members, at overview meeting and/or defense, per instructions on the forms. Be sure that all signed Middle States Outcomes Forms are returned to the CSD Administrator, who will give copies to the CSD PhD program director (Michael Walsh Dickey) as the Associate Dean for Graduate Studies.

**MIDDLE STATES OUTCOME ASSESSMENT (Section 1 - Prospectus)
Ph.D. in Communication Science and Disorders**

Each evaluator: Please rate the student’s performance on each of the 7 Criteria, below, using the scoring of 1 -3 as defined below. Please do these ratings independently.

RETURN ALL COMPLETED and SIGNED FORMS to Michael Walsh Dickey (mdickey@pitt.edu). There should be a minimum of 4 forms per student, one from each committee member.

Student’s Name _____

Evaluator (please print)

Date of Overview Meeting _____

Evaluator’s Signature

LEARNING OUTCOME	ASSESSMENT METHODS	STANDARDS of COMPARISON
<p>Generate plausible scientific hypotheses directly related to communication science and disorders.</p>	<p>All students’ dissertation overview meetings will be reviewed by multiple evaluators, using a 3-point scoring rubric applied to the student’s performance in the overview meeting. This includes the student’s presentation and responses to questions from the dissertation committee.</p> <p>Evaluators: the student’s CSD members of dissertation committee</p> <p>Rubric scoring: 1 = does not meet level of competency; 2= meets level of competency; 3 = above level of competency.</p> <p>Criteria:</p> <ol style="list-style-type: none"> 1) Critically evaluates relevant theories/models 2) Synthesizes and integrates relevant theories/models 3) Critically evaluates relevant methods and data 4) Synthesizes and integrates relevant methods and data 5) Develops theoretically-sound rationales for research questions and hypotheses 6) Develops empirically-sound rationales for research questions and hypotheses 7) Communicates the above accurately, succinctly and effectively 	<p>Students must achieve no more than one score of ‘1’</p> <p>100% of students are expected to meet this standard.</p>

**MIDDLE STATES OUTCOME ASSESSMENT (Section 2 - Defense)
Ph.D. in Communication Science and Disorders**

Each evaluator: Please rate the student’s performance on each of the Criteria below, using the scoring of 1 -3 as defined below. Please do these ratings independently.

RETURN ALL COMPLETED and SIGNED FORMS to Michael Walsh Dickey (mdickey@pitt.edu). There should be a minimum of 4 forms per student, one from each committee member.

Student’s Name _____

Evaluator (please print)

Date of Overview Meeting _____

Evaluator’s Signature

LEARNING OUTCOME	ASSESSMENT METHODS	STANDARDS OF COMPARISON	COMMENTS
<p>Generate appropriate research methods</p>	<p>A 3-point scoring rubric will be applied by the student’s dissertation committee at the dissertation defense, to evaluate all aspects of the dissertation process</p> <p>Rubric scoring: 1 = does not meet level of competency; 2= meets level of competency; 3 = above level of competency</p> <p>Rubric items:</p> <ol style="list-style-type: none"> 1) Selects appropriate individuals and/or population(s) to sample 2) Selects appropriate inclusion and exclusion criteria and measures 3) Characterizes samples appropriately to avoid confounds and to facilitate external validity 4) Justifies sample sizes and composition 5) Indicates how they will avoid or minimize, or have avoided or minimized, potential threats to internal validity 	<p>Students must achieve no more than one score of ‘1’</p> <p>100% of students are expected to meet this standard.</p>	

	<p>6) Selects appropriate research design</p> <p>7) Selects appropriate independent/predictor/descriptive constructs, variables, and measures</p> <p>8) Selects appropriate outcome constructs, variables, and measures</p> <p>9) Selects appropriate statistical analyses</p> <p>10) Interprets statistical results and effect size measures appropriately</p> <p>11) Identifies potential problems in the proposed /completed research</p> <p>12) Identifies non-trivial avenues for future research</p>		
<p>Generate plausible interpretations of data from completed original research</p>	<p>A 3-point scoring rubric will applied by the student’s dissertation committee to evaluate all aspects of the dissertation process</p> <p>Rubric scoring: same as above</p> <p>Rubric items:</p> <p>1) Interprets statistical results and effect size measures appropriately</p> <p>2) Assesses how well data answer research questions and/or fit with original hypotheses</p> <p>3) Identifies potential problems in the completed research</p> <p>4) Identifies non-trivial avenues for future research</p>	As above	COMMENTS