School of Nursing Preliminary Examination & Dissertation Evaluation Form

Student Name: ________________________________________  Date of Exam/Dissertation: _________________________

Dissertation Committee Chair: ___________________________________________________________________________________

Other Dissertation Committee Members: __________________________________________________________________________

This form is to be completed by the Chair with input from the committee. The evaluation should be based on both the written proposal and the oral defense. Students must receive an average score >3 to receive a “Satisfactory” grade. Please return the completed form to the PhD Program Director, 4320 400NIB, and OSAMS, 1160 400NIB or UMSN-advisors@med.umich.edu.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Poor (1)</th>
<th>Developing (2)</th>
<th>Good (3)</th>
<th>Outstanding (4)</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Poor breadth and depth of understanding of the area of study;</td>
<td></td>
<td>□ Limited breadth or depth (but not both) of the subject;</td>
<td>□ Sufficient breadth and depth of understanding;</td>
<td>□ Solid breadth and depth of knowledge;</td>
<td>1</td>
</tr>
<tr>
<td>□ Difficulty evaluating background literature;</td>
<td></td>
<td>□ With some help, could synthesize and evaluate background literature;</td>
<td>□ Could identify and discuss key background for the study;</td>
<td>□ Able to integrate information from multiple sources.</td>
<td>2</td>
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<tr>
<td>□ Difficulty understanding implications of existing research.</td>
<td></td>
<td>□ Limited understanding of implications of existing research.</td>
<td>□ Some attempts at discussing implications of most important research findings.</td>
<td>□ Able to describe, discuss, critically evaluate relevant background information;</td>
<td>3</td>
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<td>□ Could draw clear conclusions from and discuss implications of most important research findings.</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Hypotheses and/or Research Questions</th>
<th>Poor (1)</th>
<th>Developing (2)</th>
<th>Good (3)</th>
<th>Outstanding (4)</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Unfocused;</td>
<td></td>
<td>□ Able to formulate purposeful research questions, but has difficulty explaining rationale;</td>
<td>□ Hypotheses and research questions are well-stated with adequate rationale;</td>
<td>□ Very significant and novel hypotheses/research questions;</td>
<td>1</td>
</tr>
<tr>
<td>□ None provided;</td>
<td></td>
<td>□ Imprecise/poorly stated;</td>
<td>□ Significance of hypotheses and research questions is clear and well stated.</td>
<td>□ Strong, clear rationale for hypotheses/research questions;</td>
<td>2</td>
</tr>
<tr>
<td>□ No rationale is provided.</td>
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<td>□ Significance is unclear.</td>
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<th>Overall Score</th>
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<th>Outstanding (4)</th>
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### Research and Design Methods (Technical Skills, if applicable)

- Study design not clear; No research method is specified;
- Limitations of methods not understood or discussed;
- Have no technical skills to carry out the research.

- Study design is explained, but lacks theoretical support;
- Rationale for selected research methods is not well established;
- Awareness of some weaknesses in research design;
- Some awareness of alternative approaches;
- Have limited technical skills to carry out the research project.

- Study design and selected methods are generally sufficient to address the hypotheses but need some modification;
- Could identify strengths and weaknesses of research design and methods;
- Demonstrates understanding of alternative approaches;
- Have sufficient technical skills to carry out the research project.

- Able to identify and logically discuss strengths and weaknesses of research design and methods;
- Understands the theory;
- Appropriately compared and discussed alternative research approaches;
- Have advanced technical skills to conduct the study.

### Data Analysis and Discussion of Results (Dissertation Defense only)

- Data not analyzed or not presented in a coherent fashion, no insight in analyzing data at deeper level shown;
- Results not interpreted or not interpretable.

- Data presentation is unclear and incoherent in some cases, little insight into meaning of data;
- Results interpreted, but serious flaws in analysis approach.

- Data analysis and presentation clear and understandable, some evidence of deeper interpretation and analysis of data;
- Interpretation consistent with data.

- Data presentation is highly organized and clear, deep analysis and understanding of all the data and their implications;
- Results clear and very well explained.

### Communication

- Disorganized slides and/or write-up with grammatical errors;
- Arguments are incomplete or poorly organized;
- Did not understand/address the questions asked;
- Poor English language skills.

- Slides or write-up not very clear;
- Oral presentation was clear, but student had to read the slides most of the time;
- Arguments are logical and organized;
- Understood most of the questions but provided only partial answers;
- Spoken English was, for the most part, understandable.

- Write-up and slides largely well written;
- Some discontinuities during the oral presentation;
- Arguments are articulated and well organized;
- Understood questions and provided adequate answers;
- Could be readily understood.

- Slides and write-up clearly written in the appropriate format;
- Poised and polished in the oral presentation;
- Understood the questions and provided clear, thorough answers;
- Took the discussion to a higher level.

### Additional Comments:

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________