

Rehabilitation and Health Sciences PhD Program Assessment of Student Performance

Student's Name		Advisor/Chair Name	
Current Academic Year		Credits completed so far	
How many years in the program?		Year started in the program	

This instrument was designed to provide the student and committee members a foundation for assessing the student's progress in the Ph.D. Program in Rehabilitation and Health Sciences. Evaluation instrument domains are:

- 1) Student Project Agreement for the upcoming academic year
- 2) Rating of Scholarly and Professional Independence
- 3) Summary of Performance described by the student and advisor
- 4) Student's current CV following the standard template provided (or ensuring headings from standard template are included on current CV)

Student Project/Product/Goal Agreement (As you type the boxes will expand)

Product	Expected Completion Date	Potential Barriers
Fall		
Spring		
Summer		

Examples of products: techniques student is planning to learn, IRB submission, abstract, manuscript, grant, data collection on X subjects, preparing presentation, presentation

Evaluation of Scholarly and Professional Independence

		<i>Not Applicable (NA)</i>	<i>Strong Disagree (1)</i>	<i>Disagree (2)</i>	<i>Neither (3)</i>	<i>Agree (4)</i>	<i>Strongly Agree (5)</i>
1. Student takes the initiative to appropriately develop and adequately express individual thoughts and ideas.	<i>Student</i>						
	<i>Advisor</i>						
2. Student takes the initiative to move his/her research agenda forward.	<i>Student</i>						
	<i>Advisor</i>						
3. Student is confident in expressing alternate points of view in scholarly and professional settings (includes Socratic-type questioning).	<i>Student</i>						
	<i>Advisor</i>						
4. Student is able to accept constructive criticism in scholarly and professional settings.	<i>Student</i>						
	<i>Advisor</i>						
5. Student is able to appropriately extend theory	<i>Student</i>						

through his/her own research activities.	Advisor						
6. Student initiates and develops high quality collaborative professional relationships to enhance scholarship.	Student						
	Advisor						
7. Student is independent in the critical assessment of insights and ideas from diverse areas of research and scholarship.	Student						
	Advisor						
8. Student is able to incorporate different style of teaching when developing and implementing courses	Student						
	Advisor						
9. Student demonstrates independence in his/her area of specialization	Student						
	Advisor						
10. (Committee may add individualized item)	Student						
	Advisor						

Student Comments (Boxes will expand as you type in your comments)

Areas of Strength
Areas for Improvement

Advisor Comments (Boxes will expand as you type in your comments)

Areas of Strength
Areas of Improvement

RHB Faculty Recommendation: If another box other than “continue in the program” is marked, advisor must outline an Action Plan to discuss with student and program director

Continue in program	
Continue with reservations	
Do not recommend continuing in program	

Recommendation / Action plan (Box will expand as you type in your comments)

<i>Recommendation/Action Plan</i>

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I agree with this plan and assessment

Student Signature	
Chair Signature	
Co-Chair Signature	
Committee Member Signature	
Committee Member Signature	
Committee Member Signature	