

**RESEARCH ORAL EXAMINATION**  
**FINAL Student Feedback Form**  
**Counseling Psychology Program**  
**Texas Tech University**

Student's ID

Date of exam

*This form is to be distributed to students only after all students have completed the quals process in its entirety (i.e., after all oral examinations for students who received a marginal pass have been completed).*

Your response was evaluated by three faculty members, each of whom assigned an overall rating to your response. The average of these overall ratings is your final score on the qualifying examination.

- High Pass: (3.67 – 4.00) Demonstrated excellent performance at a level beyond expectations for a student who is at this level of training in a doctoral program.
- Pass: (2.67 – 3.66) Demonstrated good performance at a level consistent with expectations for a student at this level of training in a doctoral program.
- Marginal Pass: (1.67 – 2.66) Demonstrated minimally acceptable performance for a student who is at this level of training in a doctoral program.
- Fail: (1.0 – 1.66) Demonstrated inadequate understanding expected of a student who is at this level of training in a doctoral program.

**YOUR SCORE:**

**Below are the average ratings of your response for each criterion.**

*Note that the ratings of these individual criteria were used to guide the evaluator's determination of the overall score for your answer; however, your final overall score for the qualifying exam is not simply an average of the individual ratings. This is because the relevance / importance of each criterion will vary depending on the specific research project and the particular expertise of the evaluator. Thus, your overall score for the qualifying exam reflects the average of each evaluator's assessment of the overall gestalt of the answer. The qualitative comments highlight the factors that influenced each evaluator's final overall rating. The average ratings below are provided to you as information about the relative strengths and weaknesses of the individual components of your overall performance.*

<b>CRITERION</b>				
1	2	3	4	--
<b>Unacceptable</b>	<b>Marginal</b>	<b>Adequate</b>	<b>Excellent</b>	<b>NA</b>

**INTRODUCTION**

Literature Review

Student stated theoretical implications of his or her study.

Student provided a concise, well organized, and integrated review of relevant literature (e.g., introduces major and sub- headings that guide the review).

### CRITERION

1	2	3	4	--
Unacceptable	Marginal	Adequate	Excellent	NA

The student demonstrated a thorough understanding of, and critical approach to the literature in his or her area.

Student addressed strengths and limitations of existing literature.

Student cited and referenced works pertinent to the area of study.

#### Purpose of Study

The purpose of the study was clearly stated.

Supporting literature was provided for hypotheses / research questions

#### Significance of the Study

Student identified an area of study that has relevance to professional psychology and in which an original contribution can be made.

Student placed his or her study in the context of previous work in the area.

Student made a clear argument for need to conduct research on his or her proposed topic.

#### Research Questions / Hypotheses

Hypotheses / research questions were appropriate and clearly articulated.

### **METHODOLOGY**

#### Participants

Estimated number of participants is appropriate for the study.

#### Design

Research design is appropriate to address hypotheses / research questions.

Student demonstrated understanding of relevant constructs and variables to be utilized in his or her study.

#### Materials / Measures

Measures, if utilized, are appropriate for the study (i.e., valid measures of target constructs).

Description of measures to be used in the study are provided (e.g., dimensional/factorial structure; relevant forms of reliability, validity studies)

#### Procedure

Proposed data collection procedures are appropriate and clearly articulated.

Proposed data collection procedures are in accordance with TTU's IRB guidelines.

**CRITERION**

1	2	3	4	--
Unacceptable	Marginal	Adequate	Excellent	NA

*Data Analysis / Power Analysis*

Student identified and adequately described proposed statistical procedures to be used to analyze data.

Procedures for handling missing data are described (when appropriate).

Student addressed need to test most important assumptions of proposed statistical tests.

Student recognized that, when possible or relevant, s/he would conduct a power analysis to estimate sample size.

**FUNDAMENTAL ELEMENTS**

Student stated the relationship between the study and previous work in the area.

Student made a clear argument for need to conduct research on his or her proposed topic.

Student described in detail how the study would be executed.

Proposed data collection procedures are in accordance with APA's Ethical Principles and Code of Conduct.

**QUALITY OF DOCUMENT**

Student adhered to guidelines set forth by the APA Publication Manual (6th edition).

Document is well organized, written in a clear, concise, and grammatically correct manner.

***Qualitative Comments from Faculty Evaluators are below.***

