HDFS Preliminary Examination Assessment

Student Name: ______________________________
Committee Member’s Name: ______________________
Advisor: ______________________________________

The intent of this form is to gather information for evaluation of our graduate program. The decision regarding whether or not a student passes their preliminary exam is based on the discussion and consensus of the committee during the meeting.

INSTRUCTIONS: It is the student’s responsibility to distribute this form along with their written preliminary exam to each member of their committee. Faculty members are asked to complete this form prior to the preliminary exam defense, but may decide to change ratings based on the student’s performance during the defense. After the defense, all forms should be collected by the committee chair and submitted to the SoHE Graduate Program Coordinator. The student will not receive a copy of the assessment forms. However, the advisor is encouraged to provide oral feedback to the student on his/her performance and provide the student with a copy of the Prelim Outcome and Summary form.

### Theory Question

| Excellent | Good | Needs Improvement | N/A | Other criteria: |
|-----------|------|-------------------|-----|-----------------
|           |      |                   |     |                 |

- Ability to describe, contrast, and compare theories and conceptual frameworks
- Ability to use theories to conceptualize studies or design outreach/intervention programs
- Formulation of research questions or program goals
- Development of analytic or program evaluation plans
- Other criteria: ______________________________________

Comments:

### Content Question

| Excellent | Good | Needs Improvement | N/A | Other criteria: |
|-----------|------|-------------------|-----|-----------------
|           |      |                   |     |                 |

- Understanding of the human development and/or family/relational perspectives
- Understanding of the context in which the above occurs
- Synthesis of patterns of research findings across multiple studies
- Ability to use studies to tell a coherent story (rather than reviewing studies w/o narrative to link them)
- Explanation of what we know and how well we know it
- Explanation of why some studies should be believed or emphasized more than others
- Other criteria: ______________________________________

Comments:
### Method Questions

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>N/A</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Critical evaluation of the quality and meaning of the various methods used in the field
- Expertise in the analytic methods most appropriate to their own research
- Other criteria: ____________________________

### Overall

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>N/A</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Conceptual reasoning
- Critical and integrative thinking
- Scholarly writing style/format
- Breadth of coverage
- Depth of coverage
- Level of organization
- Quality of oral defense
- Other criteria: ____________________________

Faculty Signature: _________________________   Print Name: ____________________________