

Analytic Rubrics

EVALUATION RUBRIC: Ph.D. Qualifying Examination (Written dissertation proposal and oral presentation)

Student's name _____ Date of the QE _____

This rubric serves two purposes: it (1) collects data on each of the three program learning outcomes for program assessment and improvement, and (2) helps faculty provide students with supplemental feedback.

Collection of the program assessment data: The committee chair should ask the committee members to evaluate the student's achievement of each outcome as described in the rubric. Because the program assessment is focused on each of the listed outcomes and not on the individual student, it is important not to let the evaluation of one outcome influence the evaluation of the others. To facilitate this process, committee members are encouraged to record their evaluation as they are reading student's work and/or listening to the student by **circling the appropriate cells** and making notes if needed. **After the oral presentation, the committee chair leads the discussion and fills in one rubric based on the evaluation that emerges from a consensus among the committee members. One copy of the rubric is returned to the program manager and another one is submitted to the Graduate Studies Division.**

Program Learning Outcome	"Primary traits" that are evaluated	Does not meet expectations	Almost meets expectations	Meets expectations	Exceeds expectations
PLO2: Ability to apply technology to solve problems	Selection of appropriate methods for the problem	Methods identified are insufficient or inappropriate	Methods address most but not all of the parts of the problem, or are not fully appropriate	Methods are appropriate and reasonably likely to produce a useful answer to the problem	Methods are appropriate and original, with significant adaptation to the particular problem
	Proper implementation plan of the methodology	Implementation plan lacks sufficient detail or is incorrect	Implementation plan omits some details or contains items of questionable accuracy	Implementation plan is sufficiently articulated and technically correct	Implementation is partially complete, fully correct, and producing useful preliminary results

Comments:

Student's name _____

Program Learning Outcome	"Primary traits" that are evaluated	Does not meet expectations	Almost meets expectations	Meets expectations	Exceeds expectations
PLO3: Communication to both experts and non-experts	Technical communication, appropriate use of terminology	Oral presentation and/or written document lacks sufficient organization and clarity, or uses terminology or symbolic communication incorrectly or inappropriately, or does not communicate at a sufficiently technical level	Occasional problems with the use of terminology or symbolic communication, or the level of communication	Technical language and symbols are used correctly and appropriately, with sufficient technical detail; an expert would fully understand the concepts and most of the implementation	An expert would understand all of the concepts and (given sufficient time) be able to fully reproduce the results
	Understanding by a non-expert audience	A majority of components of the presentation and written document would not be understood by the outside member of the committee or by other graduate students	Roughly half the components of the presentation and some of the written document would be understood by the outside committee member or by other graduate students	Most components of the presentation and a reasonable amount of the written document would be understood by the outside committee member and by other graduate students	All but a relatively small number of highly technical pieces of the presentation and written document would be understood by the whole audience

Comments

Student's name _____

Program Learning Outcome	"Primary traits" that are evaluated	Does not meet expectations	Almost meets expectations	Meets expectations	Exceeds expectations
PLO4: Ability to conduct independent research	Research plan contains interesting and novel proposed work	The proposal lacks innovative content, or lacks a coherent or realistic plan for success	Ideas are marginally innovative but largely derivative or incremental, or the plan has questionable feasibility	Feasible plan to conduct research; proposed work contains innovative ideas	Feasible and well articulated plan to conduct research; proposed work is highly innovative and has the potential to make a large contribution to the field
	The student shows initiative and self-motivation in developing the research plan	The plan is largely developed by the advisor; the student doesn't exhibit ownership of the proposal	The student largely shows ownership of the proposal, but does not fully understand a piece of the work proposed by the advisor	The plan is jointly developed by the student and advisor with both contributing innovative ideas; the student shows conviction for the proposal during the presentation	The plan is largely developed by the student (with guidance from the advisor) and most innovative ideas originated with the student

Comments