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| **Degree Progress Rubric**  **(Details for table on annual review form to be completed by the graduate committee each year)** | | | |
|  | **Rank the student’s progress towards achieving this program learning objective.** | | |
| **Program Learning Objectives.** As a result of successfully completing the requirements toward the MS/PhD degree, students shall: | **Exceeds Expectations\***  (May or may not need further improvement to reach level needed for graduation.) | **Meets Expectations\***  (May need further improvement to reach level needed for graduation.) | **Does Not Meet Expectations\***  (Needs improvement. Does not meet level needed for timely graduation.) |
| 1. Demonstrate mastery of subject material in their field of study, broadly defined. | Shows command of the current scholarly literature in the field, as well as essential seminal works foundational to the field.  Consistently applies fundamental and advanced concepts. | Understands the current scholarly literature in the field, as well as essential seminal works foundational to the field.  Frequently or sometimes applies fundamental and advanced concepts. | Shows little or no awareness of the current scholarly literature in the field or essential seminal works foundational to the field.  Rarely applies, or does not apply fundamental or advanced concepts. |
| \* Expectations should be at the appropriate level for the student’s program and year. A student meeting expectations is currently on track for a timely graduation, though more improvement may be needed before they are ready to graduate. | | | |
| **Program Learning Objectives.** | **Exceeds Expectations\*** | **Meets Expectations\*** | **Does Not Meet Expectations\*** |
| 2. Produce an original, significant contribution to knowledge (MS)/body of research (PhD) conducted during their program. | Consistently uses correct methodologies for data collection and analysis.  Identifies all major weaknesses or limitations in data and interpretation.  Identifies a clear research problem and clearly defines the purpose of any proposed or conducted studies.  Develops testable hypotheses (if applicable).  Conclusions/summary and recommendations drawn are appropriate and clearly based on outcomes.  Research is relevant, has significance, and will make an important contribution to the field.  Research has a high potential to be published in a high-quality journal or presented at a top conference. | Frequently uses mostly correct methodologies for data collection and analysis.  Identifies some weaknesses or limitations in data or interpretation.  Identifies a research problem and defines the purpose of any proposed or conducted studies.  Develops testable hypotheses (if applicable).  Conclusions/summary are based on outcomes, able to develop some recommendations.  Research has fair relevance or significance and will contribute to the field.  Research has good potential to be published in a moderate-quality journal or presented at a conference. | Rarely, or never uses correct methodologies for data collection and analysis.  Unable to identify weaknesses or limitations in data or interpretation.  Does not identify a clear research problem and does not define the purpose of any proposed or conducted studies.  Hypothesis not stated or not testable (if applicable).  Conclusions/summary are not or not entirely supported by findings/outcomes. Not able to develop or limited ability to develop recommendations.  Research has moderate to little relevance or significance and will make little contribution to the field.  Research has low to moderate potential to be published in a scholarly journal or presented at a conference. |
| \* Expectations should be at the appropriate level for the student’s program and year. A student meeting expectations is currently on track for a timely graduation, though more improvement may be needed before they are ready to graduate. | | | |
| **Program Learning Objectives.** | **Exceeds Expectations\*** | **Meets Expectations\*** | **Does Not Meet Expectations\*** |
| 3. Write in a clear, convincing, and organized manner. | Demonstrates excellent ability to write clearly and convincingly at a high professional level.  Writing demonstrates highly logical organization of information; sentences are well constructed and have varied structure and length; no errors in grammar, mechanics and/or spelling. Writing is understandable. | Demonstrates good ability to write clearly and convincingly at a high professional level.  Writing demonstrates logical organization of information; most sentences are well constructed and have varied structure and length; makes a few errors in grammar, mechanics and/or spelling, but they do not interfere with understanding. | Demonstrates little or no ability to write clearly and convincingly at a high professional level.  Most information in writing is not well-organized; sentences are not well constructed and do not vary in structure or length; numerous errors in grammar, mechanics and/or spelling that interfere with understanding. |
| 4. Present in a confident, organized, and engaging manner. | Speaks easily with confidence, enthusiasm, and authority on the topic; shows high engagement with the audience through frequent eye contact; keeps on topic and spends an appropriate amount of time on each slide/figure; very comfortable with the technology.  Presentation is highly organized and logical, content is informative and conveys key information, and is tailored to the audience. | Speaks easily; spends an appropriate amount of time discussing each slide/figure; shows moderate engagement with the audience through periodic eye contact with audience; comfortable with technology.  Presentation is organized, content is mostly informative and conveys key information, content is appropriate for the audience. | Does not speak easily; spends too much or too little time on each slide/figure; fails to engage with audience due to limited eye contact; clear difficulty working with the technology.  Presentation is not organized or informative, does not convey key information; content is not appropriate for the audience. |
| \* Expectations should be at the appropriate level for the student’s program and year. A student meeting expectations is currently on track for a timely graduation, though more improvement may be needed before they are ready to graduate. | | | |
| **Program Learning Objectives.** | **Above**  **Exceeds Expectations** | **At**  **Meets Expectations** | **Below**  **Does Not Meet Expectations** |
| 5. Defend decisions and conclusions by providing accurate, clear, and insightful evidence and answers to questions. | Masterfully defends research or proposed research by providing accurate, clear, and insightful answers to questions.  Responses to questions reflect deep understanding of field and implications of work conducted; shows critical thinking by linking concepts with evidence; clearly articulates limits of the methodologies and/or interpretations of the findings. | Competently defends research or proposal by providing proficient answers to questions.  Responses to questions reflect understanding of field and implications of work conducted; shows critical thinking by linking concepts; is aware of the limits of the methodologies and/or interpretations of the findings. | Does not adequately defend research; answers questions inaccurately or does not answer questions.  Responses to questions do not reflect understanding of the field or implications of work conducted; no apparent awareness of the limitations of the methodologies and/or interpretations of the findings. |
| 6. Conduct scholarly activities in an ethical manner. | Has completed ethical training and can answer ethical questions from the committee with insight and knowledge exceeding that expected. | Has completed ethical training and can competently answer ethical questions from the committee. | Has not completed any ethical training and/or cannot sufficiently answer ethical questions. |
| \* Expectations should be at the appropriate level for the student’s program and year. A student meeting expectations is currently on track for a timely graduation, though more improvement may be needed before they are ready to graduate. | | | |