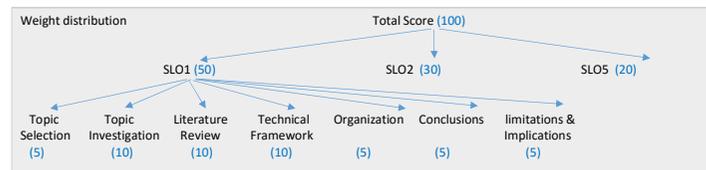


Rubric for Research proposal (thesis & project options for MScS Program) - for assessment of SLOs 1, 2, 5

SLO for MScS program:

1. Students will have the competence to examine a problem and design a methodology to achieve a solution.
2. Students will have the competence to assess the performance of a computational artifact, entity, or process.
3. Students will have the competence to work toward a common objective in a team and contribute effectively.
4. Students will have the competence to communicate their thoughts and ideas to varied audiences, both orally and through written material
5. Students will have the knowledge and skill for independent learning and professional development.

Total:



Faculty: please enter a score in range of 0-10 in each cell of this

SLO	Assessment	Score 8 - 10	Score 6 - 7	Score 3 - 5	Score 1 - 2	Student Raw Score Earned
1	Topic Selection	Student identified the topic	Faculty identified the topics and the student participated in selecting a topic	Student showed interest/eager to investigate a topic assigned for further investigation	Student was neutral in the topic selection	10
1	Topic investigation	Student was creative and focused in investigating the topic, and identified significant aspects of the research topic not explored previously	Student was focused in investigating the topic, and identified aspects of the research topic that were explored previously (or currently), which merit further investigation (i.e., continuation of a research topic)	Student was able to investigate aspects of the research topic that are either too narrowly defined to lead to tangible contribution, or are too widely defined without much focus or manageability	Student was unable to identify aspects of the research topic that merit further investigation	10
1	Literature review	Student synthesized (compare, contrast, limitation) in-depth information from relevant sources, discussing and presenting different points of view	Student offered in-depth information from relevant sources and cited different points of view	Student offered information from various sources with limited citations and points of view	Student provided general and non-technical information from various sources with limited contribution and points of view	10
1	Technical framework	Student included all elements of the theoretical framework, methodology, and in depth contribution of the research topic	Student included theoretical framework, methodology, and contribution loosely but with some focus	Student missed some critical elements of the research topic or the methodology, or some technical aspects were not developed correctly	Student misunderstood the research topic, did not provide the technical framework, or lacked the proper methodology	10
1	Organization	Student conveyed various facets of the research topic professionally by presenting the research problem clearly, synthesizing insightful patterns (differences and similarities), creating and transitioning between paragraphs/sections skillfully, using competent grammar (e.g., word choices, writing style, flow of ideas), and by keeping broader audience in mind.	Student organized various facets of the research topic and used proper grammar, but in synthesizing various research elements to reveal important aspects of the research, the organization and transitions among sections needed improvement	Student provided some facets of the research topic using proper grammar, but the organization and explanation lacked cohesiveness to reveal importance aspects of the research topic	Student provided little or some generic information about the research topic, or used poor grammar, making it difficult to comprehend the essence of the research topic	10
1	Conclusions	Student presented insightful and skillful conclusions extrapolated from the technical framework, the methodology, and the contributions of the proposal, leading to the future research directions.	Student provided conclusions directly from the research topic and its framework that focused solely on the research topic and findings, with limited reference to the broader merit and impact of the research topic	Student reached a conclusion that is generic, with limited focus and reference to the future implications of the project	Student reached at vague and unsupported conclusions, with little or no focus to the overall merit or implications of the research topic.	10
1	Limitations & Implications	Student insightfully discussed the relevant limitations, the implications of the research topic, and provided supportive evidence	Student discussed relevant limitations and implications of the research topic.	Student discussed some general limitations and implications of the research topic	Student showed little understating of the limitations or the implications of the research topic	10
2		Student provided all of the evaluation elements to assess the performance of the implemented methodology skillfully and independently, and/or was able to suggest actions during the course of proposed implementation in light of new findings.	Student provided the performance evaluation elements with some guidance from the supervisory committee members	Student provided the performance evaluation elements with continuous assistance from the supervisory committee members	Student was not able to or had difficulty proposing the performance evaluation elements, which required direct intervention and constant assistance from the supervisory committee members	10
5		Student showed independence swiftly throughout the proposal development. Throughout this process, the student learned to be an independent thinker, and learned the skills to investigate technical literature with confidence for future research and professional development.	Student showed independence gradually and steadily but needed some guidance throughout the proposal development. The student learned the skills to be a critical thinker and investigate technical literature for future research problems and professional development but with limited confidence	Student showed some difficulty working independently and required guidance often throughout the project development. The student showed some difficulty in critical thinking and literature investigation as the means for future research and professional development.	Student was not able to work independently throughout the proposal development. The student needed continuous guidance and had difficulty producing an acceptable proposal, and/or to be a critical investigator, which is necessary for future professional development.	10
	Student Weighted Total Score					100