

John Glenn College of Public Affairs Capstone Project Evaluation Rubric

March 30, 2016

Why the Capstone Evaluation Rubric?

The curriculum committee is tasked with making sure that there is a coherent curriculum, so that all of the competencies in our curriculum are covered somewhere in a course. We also need to make sure that core courses cover the necessary skills and knowledge so that students can take successfully move on to intermediate and advanced courses. We also want to make sure that there are no holes in the curriculum but also no undesirable duplication. Finally, the curriculum is tasked with monitoring the capstone courses in order to see if they meet their objective.

The objective of the capstone course is to “provide an environment in which students integrate, synthesize and apply the knowledge, skills, and perspectives acquired in the MPA or MA core curriculum to a real world public policy or management problem.”

Directions

Depending on the type of capstone (Research paper v. Other capstones) as well as how particular capstone course is being taught, there are four to six criteria to assess how well your individual students have performed on the capstone paper / project. We have defined each of the important subcategories in deciding whether the product Meets Expectations, Does not meet Expectation, or Exceeds Expectations. The overall judgment is a weighted set of important subcategories.

Questions

Please give one overall score to each of the criteria that are relevant to your class.

1. Is this capstone paper the product of an:
 - a. Individual research paper
 - b. Client / Consulting project
 - c. A “white paper”
 - d. Other kind of project? _____
2. What grade did you assign for the final written product? _____
3. What grade did you assign for the final oral presentation? _____

Criteria	Not Applicable	Does Not Meet	Meets	Exceeds
<p><i>I. The Problem/Issue/Topic:</i> (Importance) Presents the Problem/Issue/Topic in a compelling manner, shown to be relevant, timely and significant in scope and importance (Precision) Defines clearly the Problem/Issue/Topic and its nature and extent is bounded (Relevant Grounding/Literature) Includes assessment of previous efforts to address problem/issue/topic, drawing on a critical review of relevant literature.</p>				
<p><i>II. Analysis/Research</i> (Analytical Approach) Identifies and describes the analytical approach(es) taken (Appropriateness) Uses appropriate method(s), theoretical approach(es), tool(s), framework(s) to inform the question at hand (Integration) Demonstrates integration of knowledge and skills gained in core program coursework as relevant to the question at hand (Limitations) Acknowledges the limitations of the analysis approach(es) used, and steps taken to address these limitations</p>				
<p><i>III. Conclusion/Decision /Recommendations</i> (Synthesis) Synthesizes findings and key points from the analysis that are tied to the analysis (Implications) Communicates specific, actionable implications related to the issue (Recommendations) Describes preferred alternatives or recommendations, as appropriate</p>				

Criteria	Not Applicable	Does Not Meet	Meets	Exceeds
<p>IV. Presentation (oral and/or written) (Organization) Is well organized, with clear transitions and balanced sections (Mechanics) Has clarity of communication (includes grammar, mechanics, etc.) (Rhetoric) Is rhetorically effective, identifying and acknowledging relevant stakeholders (Visual Aids) Uses visual aids appropriately (e.g. tables, pictures, diagrams) (Engagement) student adequately addresses questions and facilitates discussion</p>				
<p>V. Client Engagement (Client focused) Consistent effort in understanding client needs (Communications) Professional communication with client about ongoing work (Responsive) Provides a product that addresses client needs (Consulting) Offers insights and suggestions including help in problem-framing or generation of alternatives</p>				
<p>VI. Management of Project (Project Management) Clear project plan (Clear Expectations) Expectations of Group Members Clear, Communicated (Teamwork) Teamwork in responding to unanticipated events (Fairness) Relatively equal workload among group members</p>				

Additional Comments about this Capstone Project