

Capstone Rubric Master of Coastal and Ocean Policy

Student Learning Outcome	Metric	Benchmark 1 point	Milestone 2 points	Capstone 3 points	Score
<p>Demonstrate an ability to define, frame, think critically about and utilize appropriate tools and frameworks to analyze information about important coastal and ocean policy problems</p>	<p>Policy problem</p> <p>Working definition: “A problem is a perceived discrepancy between goals and an actual or anticipated state of affairs”</p>	<p>Problem to be considered critically is stated but description leaves some aspects unexplored.</p>	<p>Ability to distinguish a problem relevant to the civic order separate from one that is simply conventional.</p>	<p>Clearly state the policy problem in terms of desired policy objectives and underlying social value conflicts.</p>	
	<p>Evidence of trends</p> <p>Quantitative and/or qualitative data demonstrating a trend in success or failure in meeting policy goals</p>	<p>Organizes evidence, but the organization is not effective in revealing important patterns, differences or similarities</p>	<p>Organizes evidence to reveal important patterns, differences or similarities related to focus</p>	<p>Organizes and synthesizes evidence to reveal insightful patters, differences or similarities directly related to states goals.</p>	
	<p>Context</p> <p>Circumstances, background, or conditions describing the social context for the problem to be considered critically</p>	<p>Presents information from relevant sources representing limited points of view/ approaches</p>	<p>Presents information from relevant sources to provide improved understanding of the social context for the evidence used to identify a problem.</p>	<p>Synthesize in-depth information from relevant sources to provide a clear argument/ story that describes the social context for the evidence used to identify a problem</p>	
<p>Demonstrate an ability to participate in the policy process by analyzing policy alternatives from different perspectives and working effectively with government and nonprofit institutions to enhance the governance of coastal and ocean resources</p>	<p>Information Literacy</p> <p>Working definition: The ability to know when and were there is a need for information, and to be able to identify, locate evaluate and effectively and responsibly use and share that information for the problem</p>	<p>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own or vice versa.</p>	<p>Identifies own and others’ assumptions and several relevant contexts when presenting a position.</p>	<p>Thoroughly (systematically and methodologically) analyzes own and others’ assumptions and carefully evaluates the relevance of context when making a position</p>	
	<p>Policy Alternatives</p> <p>Policy alternatives are actions that aim to improve the realization of policy goals</p>	<p>Identifies options for improving the realization of policy goals.</p>	<p>Identifies and /or constructs options for improving the realization of policy goals.</p> <p>The options provided reflect analysis.</p>	<p>Identifies and/or constructs feasible options (rather than fanciful or “perfect world”) for improving the realization of policy goals.</p> <p>The options provided reflect analysis of the policy problem creative consideration of the context.</p>	

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Demonstrate an ability to communicate effectively and professionally to diverse audiences involved in the governance of coastal and ocean resources (e.g., politicians, governmental boards and agencies, interest groups and the general public).	Written Communication	Uses language, with clarity, that generally conveys meaning to readers. Writing may include some errors	Uses straightforward language that generally conveys meaning to readers from relevant areas of expertise. Writing has few errors.	Uses graceful language, with clarity and fluency, that skillfully communicates meaning to readers with relevant Writing is virtually error-free.	
	Oral Communication	Central message is basically understandable but not memorable. Delivery techniques (e.g. posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable	Central message is clear and consistent with the supporting material. Delivery techniques make the presentation interesting and the speaker appears comfortable	Central message is compelling (precisely stated, appropriately repeated, memorable, strongly supported) Delivery techniques make the presentation compelling and the speaker appears polished and confident	
SCORING: Minimum 0, Maximum 21					TOTAL