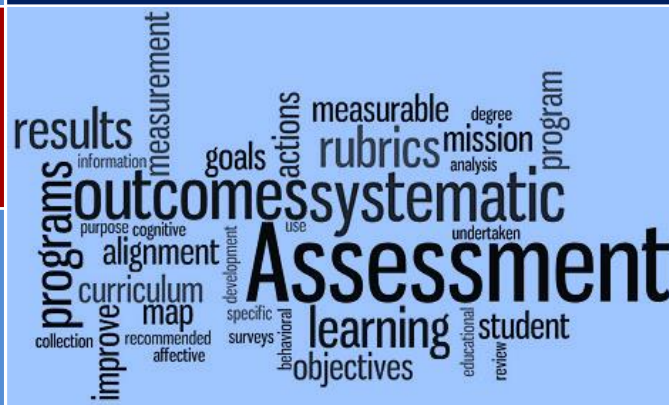


IACBE

Advancing Academic Quality in
Business Education Worldwide



Example of a Research Project
Evaluation Rubric



Example of a Research Project Evaluation Rubric

Scenario: The School of Management at the International Academy of Commerce and Business Enterprise offers a Bachelor of Business Administration. The school has identified the following intended student learning outcomes (ISLOs) for the program:

1. Students will be able to identify the principal concepts, theories, and practices in the functional areas of business. (*Business Functional Areas*)
2. Students will be able to recognize the relevant theories and principles associated with the economic environment of business. (*Economic Environment*)
3. Students will be able to evaluate the social and natural environments of business and apply them to the development of managerial strategy. (*Social and Natural Environments*)
4. Students will be able to recognize legal and ethical principles in business and apply them to organizational decision making. (*Legal/Ethical Principles*)
5. Students will be able to evaluate the global dimensions of business. (*Global Dimensions*)
6. Students will be able to apply business-related decision-support tools to the formulation of management decisions. (*Decision-Support Tools*)
7. Students will be able to construct coherent written forms of communication. (*Written Communication Skills*)
8. Students will be able to compose and present effective oral forms of communication. (*Oral Communication Skills*)
9. Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making. (*Analytical/Critical-Thinking Skills*)
10. Students will be able to integrate theory and practice across the business functional areas in the analysis of organizational problems and challenges. (*Integration Skills*)

In order to assess these intended learning outcomes, the School of Management is using a comprehensive end-of-program examination as one of its direct measures of student learning. The examination is used to assess intended outcomes #1–#6. The school’s second direct measure of student learning is a research project (e.g., research paper, comprehensive company analysis, consulting project, etc.) that is administered in the capstone course. The research project is used to assess intended outcomes #7–#10.

The evaluation rubric below can be used both for assigning a grade or mark to the research project in the capstone course and for the purpose of program-level assessment based on the research project, i.e., for assessing the programmatic intended student learning outcomes in the BBA.

International Academy of Commerce and Business Enterprise

School of Management

Capstone Research Project Evaluation Rubric

Student: _____

Evaluator: _____

Date: _____

For each of the evaluation dimensions identified below, use the evaluation rubric to assess the student's work by specifying a score based on the performance ratings and descriptors delineated in the rubric form and supplying relevant comments in the space provided.

1. **Purpose:** The extent to which the student identifies the central purpose, arguments, or goals of the project
2. **Content:** The degree to which the student presents information that supports the central purpose, arguments, or goals of the project
3. **Organization:** The extent to which information/content has a logical structure, flows from one section/paragraph to another, and can be followed and understood
4. **Style and Tone:** The degree to which the student's writing is engaging and appropriate for an academic research project
5. **Use of References:** The extent to which the student uses and cites appropriate resources in the research project
6. **Formatting:** The degree to which the student employs APA formatting in the written project
7. **Written Communication Skills:** The extent to which the student uses appropriate language/word choice, mechanics, and writing conventions in the written project
8. **Oral Communication Skills:** The degree to which the student presents the project information in a logical sequence, employs supporting graphics, and uses appropriate communication conventions in the oral presentation of the research project
9. **Analytical/Critical-Thinking Skills:** The extent to which the student identifies the research problem, concept, or idea, and specifies its constituent elements; investigates, selects, and organizes research information; appraises and interprets research information; correctly applies methods/techniques/models/frameworks/theories appropriate to the research problem, concept, or idea; and presents solutions or draws conclusions based on the research analysis
10. **Integration Skills:** The degree to which the student connects and applies principles, theories, and practices across the functional areas of business to the analysis of complex business issues; recognizes cross-functional organizational issues relating to the research problem, concept, or idea; and synthesizes cross-disciplinary principles and concepts in developing and supporting solutions, recommendations, or conclusions

Note: Project evaluation dimensions #7-10 correspond to associated programmatic intended student learning outcomes (ISLOs) that the School of Management has specified for the BBA degree program and expects students to have achieved upon graduation from the program. In particular:

- ❑ **Written Communication Skills** → maps to Program ISLO #7: Students will be able to construct coherent written forms of communication.
- ❑ **Oral Communication Skills** → maps to Program ISLO #8: Students will be able to compose and present effective oral forms of communication
- ❑ **Analytical/Critical-Thinking Skills** → maps to Program ISLO #9: Students will be able to demonstrate analytical and critical-thinking skills in the context of organizational decision making.
- ❑ **Integration Skills** → maps to Program ISLO #10: Students will be able to integrate theory and practice across the business functional areas in the analysis of organizational problems and challenges.

Research Project Evaluation Rubric							
Evaluation Dimensions	Performance Rating				Score		
	Needs Improvement		Competent			Exemplary	
	1	2	3	4		5	6
Purpose	Does not clearly state the central purpose, arguments, or goals of the project; displays lack of focus or detail		Clearly identifies the central purpose, arguments, or goals of the project, but sometimes may digress		Effectively describes and explains the central purpose, arguments, or goals of the project; explanation is focused, detailed, and compelling		
	Comments:						
Content	Content is unclear, inaccurate, and/or incomplete; support for the central purpose, arguments, or goals of the project is weak or poorly discussed; displays only rudimentary knowledge of the content area; reader gains few if any insights		Presents clear and appropriate information that adequately supports the central purpose, arguments, or goals of the project; demonstrates satisfactory knowledge of the content area; reader gains some insights		Presents balanced, significant, and valid information that clearly and convincingly supports the central purpose, arguments, or goals of the project; demonstrates in-depth knowledge of the content area; reader gains important insights		
	Comments:						
Organization	Information/content is not logically organized or presented; topics/paragraphs are frequently disjointed and fail to make sense together; reader cannot identify a line of reasoning and loses interest		Information/content is presented in a clear and reasonable sequence; topic/paragraph transition is usually good with clear linkages for the most part; reader can generally understand and follow the line of reasoning		Information/content is presented in a logical, interesting, and effective sequence; topics flow smoothly and coherently from one to another and are clearly linked; reader can easily follow the line of reasoning		
	Comments:						
Style and Tone	Writing is unengaging and reader finds it difficult to maintain interest; tone is not consistently professional or suitable for an academic research project		Writing is usually engaging and keeps the reader's attention; tone is generally professional and appropriate for an academic research project		Writing is compelling and sustains interest throughout; tone is consistently professional and appropriate for an academic research project		
	Comments:						
Use of References	Most of the references are from sources that are not peer-reviewed or professional, and have uncertain reliability; few if any appropriate citations are provided; reader doubts the validity of much of the material		Professionally legitimate references are generally used; clear and fair citations are presented in most cases; most of the information/content/evidence comes from sources that are reliable		Presents compelling evidence from professionally legitimate sources; attribution is clear and accurate; references are primarily peer-reviewed professional journals or other approved sources		
	Comments:						

Research Project Evaluation Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Competent		Exemplary		
	1	2	3	4	5	6	
Formatting	Research project exhibits frequent and significant errors in APA formatting		APA formatting is employed appropriately in the research project with a few minor errors		APA format is used accurately and consistently throughout the research project		
	Comments:						
Written Communication Skills	The written project exhibits multiple errors in grammar, sentence structure, and/or spelling; inadequate writing skills (e.g., weaknesses in language facility and mechanics) hinder readability and contribute to an ineffective research project		Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar, sentence structure, and/or punctuation; errors do not represent a major distraction or obscure meaning		Readability of the project is enhanced by facility in language use/word choice, excellent mechanics, and syntactic variety; uses language conventions effectively (e.g., spelling, punctuation, sentence structure, paragraphing, grammar, etc.)		
	Comments:						
Oral Communication Skills	Oral presentation cannot be understood because there is no logical sequencing of research information; presenter uses superfluous graphics or no graphics; graphics do not support or relate to the information presented; presenter reads most or all of the project notes with little or no eye contact; presenter mumbles, incorrectly pronounces terms, and/or speaks too quietly; oral presentation rambles, is unclear, and cannot be followed by the audience; presenter is unprofessional, lacks confidence, is uncomfortable, and cannot answer basic questions		Research information is presented in a sequence that the audience can follow; graphics support and are related to the content of the project; presenter maintains eye contact with the audience with a few minor exceptions; presenter reads from notes on a few occasions; presenter uses good voice dynamics and clearly enunciates terms; presenter is comfortable for the most part and adequately answers questions; overall, the oral presentation is delivered in a satisfactory manner and meets expectations with respect to oral communication skills		Research information is presented in a logical, interesting, and effective sequence, which the audience can easily follow; oral presentation uses effective graphics to explain and reinforce the information presented; presenter maintains eye contact with audience, seldom returning to notes; presenter speaks in a clear voice and uses correct, precise pronunciation of terms; oral presentation is thorough, clear, compelling, informative, and professionally delivered; presenter is professional, confident, comfortable, and answers questions effectively		
	Comments:						
Analytical/Critical-Thinking Skills	Research problem, concept, or idea is not clearly articulated, or its component elements are not identified or described; research information is poorly organized, categorized, and/or superficially examined; research information is often inaccurate or incomplete; presents little if any analysis or interpretation; inaccurately and/or inappropriately applies research methods, techniques, models, frameworks, and/or theories to the analysis; presents few solutions or conclusions; solutions or conclusions are often not well supported, inaccurate, and/or inconsistent, and are presented in a vague or rudimentary manner		Adequately identifies and describes (or sketches out) the research problem, concept, or idea and its components; gathers and examines information relating to the research problem, concept, or idea; satisfactorily presents and appraises research information with only minor inconsistencies, irrelevancies, or omissions; generally applies appropriate research methods, techniques, models, frameworks, and/or theories with a few minor inaccuracies; outlines solutions or conclusions that are logical and consistent with the analysis and evidence; identifies and/or lists solutions or conclusions in a clear manner		Effectively formulates a clear description of the research problem, concept, or idea, and specifies major elements to be examined; selects and prioritizes information appropriate to addressing the research problem, concept, or idea; accurately and appropriately analyzes and interprets relevant research information; precisely and effectively applies appropriate research methods, techniques, models, frameworks, and/or theories in developing and justifying multiple solutions or conclusions; solutions or conclusions are insightful, coherent, well supported, logically consistent, and complete		
	Comments:						

Research Project Evaluation Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Competent		Exemplary		
	1	2	3	4	5	6	
Integration Skills	Shows little ability to employ theory and practice across the functional areas of business in the assessment of issues relating to the research problem, concept, or idea; does not recognize or correctly identify cross-functional organizational issues relevant to the research problem, concept, or idea; does not adequately evaluate the research problem, concept, or idea in light of relevant principles, theories, and practices across the business functional areas; few if any solutions, recommendations for action, or conclusions are presented, and/or they are not appropriately justified or supported		Exhibits satisfactory application of principles, theories, and practices across the functional areas of business to the analysis of the research problem, concept, or idea; with a few minor exceptions, outlines and describes (or sketches out) some cross-functional organizational issues that are relevant to the research problem, concept, or idea; adequately identifies and describes (or summarizes) solutions, recommendations for action, or conclusions that are, for the most part, based on appropriate principles and concepts in the functional areas of business		Demonstrates well-developed ability to integrate and apply principles, theories, and practices across the functional areas of business to the analysis of the research problem, concept, or idea; effectively identifies, examines, and critically evaluates important cross-functional organizational issues associated with the research problem, concept, or idea; clearly and effectively justifies solutions, recommendations for action, or conclusions based on strong analytics and an insightful synthesis of cross-disciplinary principles and concepts in the functional areas of business		
	Comments:						
Overall Evaluation of Research Project – Total Score							

Summary Performance Ratings on Programmatic ISLOs

ISLOs/Program-Level Assessment Criteria	Score
Written Communication Skills	
Oral Communication Skills	
Analytical/Critical-Thinking Skills	
Integration Skills	