

Pace Center Project Proposal Evaluation Rubric

Area: Project Feasibility				
Rationale: Project is realistic and in alignment with <u>Pace Center values and principles</u> . There is a reasonable assumption that the project meets community needs, is logistically viable, and will have sustained engagement.				
1- Needs Improvement	2- Developing	3- Adequate	4- Strong	5- Exemplary
Students have unrealistic expectations of the project; the project has low likelihood of logistical success. Students have not developed any partner contacts. There is no evidence of student interest in the project.	Students seem to lack a full grasp of the program scope and implications, but are responsive to feedback. Students have reached out to partner contacts but have no relationships yet. Very few students are interested in the project.	Students have a decent understanding of the scope and feasibility of the project. Project has a moderate likelihood of success. Students have the possibility of a partner/site but has not been confirmed. Some student interest.	Students have realistic expectations of the project and have clear outcomes. Students have a site/partner confirmed and are reaching out to build additional connections. There is significant student interest in the project.	Students have realistic expectations and a defined plan and resources for achieving outcomes. Project has a strong likelihood of success. Students have a strong partner/site and have begun to develop an outside network of support. There are students ready to join the project and/or existing engagement.

Area: Risk Assessment				
Rationale: Project passes risk assessment as it pertains to safety, privacy, logistics, and legality. Are there any issues of harm past, present or future; student or community.				
1- Needs Improvement	2- Developing	3- Adequate	4- Strong	5- Exemplary
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Area: DEI / Inclusivity

Rationale: Access for all to service is key, understanding the way that diverse populations on and off-campus engage with service is important. Students must demonstrate awareness, knowledge, and skills connected to diversity, equity, and inclusion within the framing of their proposed project. This includes recruitment and outreach to diverse campus communities; awareness and education around the power dynamics that exist around social issues, partnerships, and student leadership; a commitment to continual learning and application of learnings to project management.

1- Needs Improvement	2- Developing	3- Adequate	4- Strong	5- Exemplary
<p>Students cannot articulate how they would recruit and work with diverse student members. The project shows minimal awareness of diversity, equity, and inclusion (DEI) principles. There is little understanding of power dynamics or commitment to continual learning.</p>	<p>Students have plans that demonstrate basic DEI awareness and some outreach to diverse communities. There is some understanding of power dynamics, but efforts to incorporate continual learning and application are minimal.</p>	<p>Students have a general plan with moderate DEI awareness and includes outreach to diverse campus communities. There is a clear understanding of power dynamics and a commitment to continual learning, but application to project management needs improvement.</p>	<p>Students have a clear strategy for outreach that demonstrates strong DEI awareness with active recruitment and outreach to diverse communities. There is a thorough understanding of power dynamics and a solid commitment to continual learning and its application to project management.</p>	<p>Students have outreach, recruitment, and retention plans that connect broadly and specifically around their project's focuses. The project exhibits exemplary DEI awareness. There is a deep understanding of power dynamics, and a strong, ongoing commitment to learning and applying DEI principles to all aspects of project management.</p>

Area: Awareness of Cultural Context / Historic relationship

Rationale: Students have approached the issue with an ever-widening concern and attentiveness; including their understanding of the context in which they seek to do their project. The project demonstrates cultural sensitivity and the student is aware of their own positionality and how that may impact their experience, and the experience of those with whom they seek to work with.

1- Needs Improvement	2- Developing	3- Adequate	4- Strong	5- Exemplary
Students have not taken the time to research and understand the cultural setting of the project; the project may be inappropriate for the local community.	Students have begun to ask questions around the cultural context of the project and have started to identify some components of a culturally competent lens.	Students recognize culture as an important factor in their project and have begun to adapt projects to address this.	Students ask deeper questions exploring their own biases and understanding, the project comes from a place of multiple integrated world views.	Project has been developed integrating perspectives of stakeholders, students demonstrates a high level of awareness of self and asks thoughtful questions in explorations of culture.

Area: Vision, Learning, & Leadership

Rationale: Students have developed a project which will push them to grow and learn. They articulate a clear vision for the project, can articulate the leadership roles and skills needed to run the project and can demonstrate areas of communal and personal learning that honor partners as co-educators.

1- Needs Improvement	2- Developing	3- Adequate	4- Strong	5- Exemplary
Project lacks innovation and vision; similar projects already exist. There are no developmental outcomes or clear leadership/volunteer structure. The partners are not included as subject matter experts.	Project has a basic vision and some leadership roles, but lacks depth. Some evidence of learning and partnerships, but connections between students, partners, and the campus are limited and not sustainable.	Project has a clear vision and identifies leadership roles and skills. Moderate learning and functional partnerships are present. Connections are established but need further development.	Project centers community partner expertise and community solutions. It provides students with opportunities to develop new skills and understanding in order to engage effectively; the project is creative and demonstrates an ethical curiosity about the issue.	Project connects students, partners, and the campus in new, reciprocal, and sustainable ways. It builds upon previous foundations of processes, leadership, and partnerships at Pace/Princeton. Is in a new area for students and will require them to develop new skills and understanding; the project demonstrated innovative thinking and passion.

Area: Community Partnership

Rationale: Community partners have been researched, they have been consulted or there is a plan for consultation, there is a clear need that this project is meeting. This project and community partner align with the community identified needs, priorities and values. Community partners have buy-in and are part of the development process.

1- Needs Improvement	2- Developing	3- Adequate	4- Strong	5- Exemplary
Students have not researched or consulted any potential community partners for this project. The project does not clearly align with community needs, priorities, or values.	Students have done some research on community partners, but consultation is minimal. The project has a basic understanding of community needs but lacks full alignment and partner involvement.	Students have researched community partners and there is a plan for consultation. The project meets a clear need and aligns with community priorities, but partner involvement in development is limited.	Students and partners have connected and had consultations for the project. It aligns with community needs and values, and partners are actively involved in the development process.	Students and partners have developed the project together through thorough research and deep consultation. The project fully aligns with community-identified needs, priorities, and values, with partners having significant buy-in and integral roles in development.