

**CAPSTONES**  
 Rubric for Assessing the Use of Capstone Experiences for Assessing Program Learning Outcomes

<b>Criterion</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>
<b>Relevant Outcomes and Lines of Evidence Identified</b>	It is not clear which program outcomes will be assessed in the capstone course.	The relevant outcomes are identified, e.g., ability to integrate knowledge to solve complex problems; however, concrete plans for collecting evidence for each outcome have not been developed.	Relevant outcomes are identified. Concrete plans for collecting evidence for each outcome are agreed upon and used routinely by faculty who staff the capstone course.	Relevant evidence is collected; faculty have agreed on explicit criteria statements, e.g., rubrics, and have identified examples of student performance at varying levels of mastery for each relevant outcome.
<b>Valid Results</b>	It is not clear that potentially valid evidence for each relevant outcome is collected and/or individual faculty use idiosyncratic criteria to assess student work or performances.	Faculty have reached general agreement on the types of evidence to be collected for each outcome; they have discussed relevant criteria for assessing each outcome but these are not yet fully defined.	Faculty have agreed on concrete plans for collecting relevant evidence for each outcome. Explicit criteria, e.g., rubrics, have been developed to assess the level of student attainment of each outcome.	Assessment criteria, such as rubrics, have been pilot-tested and refined over time; they usually are shared with students. Feedback from external reviewers has led to refinements in the assessment process, and the department uses external benchmarking data.
<b>Reliable Results</b>	Those who review student work are not calibrated to apply assessment criteria in the same way; there are no checks for inter-rater reliability.	Reviewers are calibrated to apply assessment criteria in the same way or faculty routinely check for inter-rater reliability.	Reviewers are calibrated to apply assessment criteria in the same way, and faculty routinely check for inter-rater reliability.	Reviewers are calibrated, and faculty routinely find assessment data have high inter-rater reliability.
<b>Results Are Used</b>	Results for each outcome may or may not be collected. They are not discussed among faculty.	Results for each outcome are collected and may be discussed by the faculty, but results have not been used to improve the program.	Results for each outcome are collected, discussed by faculty, analyzed, and used to improve the program.	Faculty routinely discuss results, plan needed changes, secure necessary resources, and implement changes. They may collaborate with others, such as librarians or Student Affairs professionals, to improve results. Follow-up studies confirm that changes have improved learning.
<b>The Student Experience</b>	Students know little or nothing about the purpose of the capstone or outcomes to be assessed. It is just another course or requirement.	Students have some knowledge of the purpose and outcomes of the capstone. Communication is occasional, informal, left to individual faculty or advisors.	Students have a good grasp of purpose and outcomes of the capstone and embrace it as a learning opportunity. Information is readily available in advising guides, etc.	Students are well-acquainted with purpose and outcomes of the capstone and embrace it. They may participate in refining the experience, outcomes, and rubrics. Information is readily available.