**Faculty ILO Assessment Rubric – Capstone Course Reporting**

*Use this Rubric and Form to report your Institutional Learning Outcomes Assessment.*

**Target Outcome:**100 % of students will achieve or exceed Level 3 competency in this capstone course.

**Assessment Method** (*i.e., exam questions, presentation, research paper, etc*.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | (4) Capstone | (3) Milestone | (2) Milestone | (1) Benchmark |
| **ILO 1** - **Formal Communication** | Clear organization, compelling language/delivery, strongly supported reasoning. | Good organization, clearly understandable message and language/delivery, content supports reasoning. | Partial or intermittent organization, commonplace but understandable language/delivery, content partially supports reasoning. | Poor organization, unclear/distracting language/delivery, reasoning poorly supported by content. |
| **ILO 2** - **Use of**  **Evidence** | Gathers and uses evidence that is in-depth, from relevant sources (correctly attributed), accurately processed and interpreted, and covers the full breadth of relevant perspectives on the question at hand. | Gathers and uses in-depth evidence from relevant sources (correctly attributed), accurately processed and interpreted, covers several of the relevant perspectives on the question at hand. | Gathers and uses evidence from generally relevant sources, accurately processed and interpreted, but lacks some depth or represents a limited number of relevant perspectives. | Gathers and uses evidence from irrelevant sources, is inaccurately processed or interpreted, from so few perspectives that important considerations are missed, and/or is un- or incorrectly attributed. |
| **ILO 3** - **Analysis and Synthesis** | Organizes and synthesizes evidence, ideas, or works of imagination to achieve a new insight or novel solution to a problem. | Organizes and analyzes evidence, ideas, or works of imagination to come to a well-supported conclusion or reasonable solution to a problem. | Organizes and incompletely analyzes evidence, ideas, or works of imagination to come to a partially-supported conclusion or solution. | Collects evidence, ideas, or works of imagination but does not put them together in a logical manner. |
| **ILO 4** - **Professional Responsibility** | Clearly articulates &/or displays use of professional ethics. | Articulates &/or displays use of professional ethics, but does so in an incomplete or inadequate manner. | Can describe what professional ethics are, but fails to incorporate them into scholarly or professional activity. | Cannot articulate &/or fails to display knowledge of the ethics appropriate to their profession. |
| **ILO 5** – **Intercultural Competence \*** | Clearly articulates insights into how their own cultural biases influence their understanding of and interaction with diverse populations’ experiences in their profession. | Generally articulates insights into how their own cultural biases influence their understanding of and interaction with diverse populations’ experiences in their profession, but fails to fully connect the two. | Articulates their own cultural biases, but cannot connect those to their participation in &/or understanding of experiences in their profession. | Unable to articulate their own cultural biases that could influence them in their profession. |
| * *For programs with capstone courses with no clear path to assess ILO-5, ILO-5 may be assessed in the following ways: Cultural Diversity Gen Ed courses, other non-capstone courses, or internships / practicums. Please explain how ILO-5 is assessed through an alternative path for your program.* | | | | |

**Assessment Results**

**Course: Semester:**

**Instructor: Total number of students completing the assessment**:

**Indicate the number of students who met or exceeded the expected outcome on each of the criteria:**

(*Note:* Recording data for those who scored below the expected outcome may also be useful for assessment).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Number of Students Achieving Level (4) Capstone | Number of Students Achieving Level (3) Milestone | Number of Students Achieving Level (2) Milestone | Number of Students Achieving Level (1) Benchmark |
| **ILO 1** - **Formal Communication** |  |  |  |  |
| **ILO 2** - **Use of**  **Evidence** |  |  |  |  |
| **ILO 3** - **Analysis and Synthesis** |  |  |  |  |
| **ILO 4** - **Professional Responsibility** |  |  |  |  |
| **ILO 5** – **Intercultural Competence\*** |  |  |  |  |
| * *For programs with capstone courses with no clear path to assess ILO-5, ILO-5 may be assessed in the following ways: Cultural Diversity Gen Ed courses, other non-capstone courses, or internships / practicums. Please explain how ILO-5 is assessed through an alternative path for your program.* | | | | |

**Summarize the students’ strengths related to each outcome as evidenced in their work:**

**ILO-1:**

**ILO-2:**

**ILO-3:**

**ILO-4:**

**ILO-5:**

**Summarize the students’ weaknesses related to each outcome as evidenced in their work:**

**ILO-1:**

**ILO-2:**

**ILO-3:**

**ILO-4:**

**ILO-5:**

**Summarize the strengths and weaknesses of the assessment (assignment, ILO assessment rubric, connection to the outcome, etc.):**