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# Considerations in Senior Capstone Assessment

# Key Questions

- What is Capstone Assessment?
- Where do we begin?
- Why should we care?
- Where are we now?
- Where do we need to be?
- How will we get there?



# What is Capstone Assessment?

## GENERAL ASSESSMENT

- Assignment, Course, or Competency Based
- Formative (Ongoing) for the Student
- Summative (Point in time) for the Assignment, Course, or Competency
- Stand-alone or Integrated with other Assessments

## CAPSTONE ASSESSMENT

- Program/Product Based
- All-Inclusive
- Cumulative (It all adds up)
- Summative (It all adds up)
- The Sum is greater than the Parts
- $1 + 1 < 2$

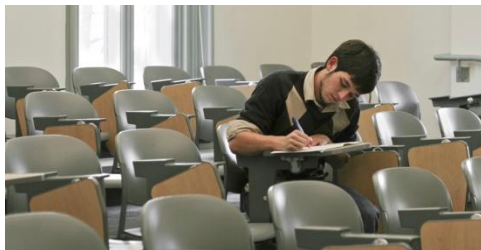
# What Are Capstone Assessments

## GENERAL ASSESSMENT

- Course Assignment
- Course Project
- Course Exam
- Writing Proficiency Test
- Internship Evaluation
- Student Survey

## CAPSTONE ASSESSMENT

- Portfolios Over Time
- Senior Projects
- Capstone Courses
- Comprehensive Exams
- Senior Surveys
- Senior Performance



# Portfolios Over Time

## HOW DO WE ASSESS?

- Selection of papers, projects, performances
- Common rubric to score against CSLOs
- Reflective paper/summary from student
- Panel of reviewers from discipline
- End of major review

## WHAT DOES IT TELL US?

- Performance over time
- Performance against CSLOs
- Performance on key CLSOs
- Areas of excellence
- Areas for improvement
- Characteristics across students
- Profile of graduating major

# Senior Projects

## HOW DO WE ASSESS?

- Inside or outside class
- Project over time or final project
- Rubric for evaluation against key CSLOs
- Based on research, performance, clinical, applied, etc.
- Panel of reviewers
- End of major review

## WHAT DOES IT TELL US?

- Performance on key CSLOs
- Performance of graduating majors
- Areas of excellent
- Areas for improvement
- Characteristics across students
- Profiles of graduating majors

# Capstone Courses

## HOW DO WE DO IT?

- Final course in the major
- CSLOs embedded in course
- Key course assignments serve as assessments
- All majors must complete
- Faculty grades course, review panel evaluates capstone components
- End of major review

## WHAT DOES IT TELL US?

- Performance of graduating majors
- Performance on key CSLOs
- Areas of excellence
- Areas for improvement
- Characteristics across majors
- Profiles of graduating students

# Comprehensive Exams

## HOW DO WE DO IT?

- Final exam for major
- All majors must pass
- Embeds all key CSLOs
- Test blueprint to map CSLOs against test items
- Scored by review panel
- Internal or external (curriculum must map)
- End of major review

## WHAT DOES IT TELL US?

- Performance on key CSLOs
- Performance of graduating majors
- Performance against national comparisons (external)
- Areas of excellence
- Areas for improvement
- Profile for graduating major



# Senior Surveys

## HOW DO WE DO IT?

- Graduating Senior Survey
- Survey administered in final semester
- Locally developed or nationally normed
- Survey map of items against key CSLOs
- Embed in courses, or administer outside of class
- Incentives to complete

## WHAT DOES IT TELL US?

- Indirect measure of student performance
- Student perception of learning on CSLOs
- Profile of graduating majors
- Performance against national norms and benchmarks
- Areas for improvement

# Senior Performance

## HOW DO WE DO IT?

- Major specific performance (recitals, theatrical productions, clinicals, internships, practica, etc)
- Embed in course
- Internal and external assessment
- Performance rubric based on key CSLOs
- Require for all graduating majors

## WHAT DOES IT TELL US?

- Performance of majors on CSLOs
- Application of theory to practice
- Areas of excellence
- Areas for improvement
- External evaluation
- Profiles of graduating majors in the field.

# A Capstone Assessment...

- ...is the conclusion to a paper
- ...is the beef stew or goulash
- ...is the mixing bowl or the collage
- ...is the student at Graduation



# Where Do We Begin?



# Where Do We Begin?

1. Institutional Student Learning Outcomes (ISLOs)
2. Capstone Student Learning Outcomes (CSLOs)
3. Opportunities to Achieve those Outcomes
4. Methods to Measure those Outcomes
5. Data to Demonstrate those Outcomes
6. Results to Use for Improvement and Planning

# Begin with Mapping....

**Institutional SLOs**



```
graph TD; A[Institutional SLOs] --> B[Capstone SLOs]; B --> C[Capstone Assessments];
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**Capstone SLOs**

**Capstone Assessments**

# Then Linking...

**Benchmarks/Targets**



**Opportunities/Achievement**



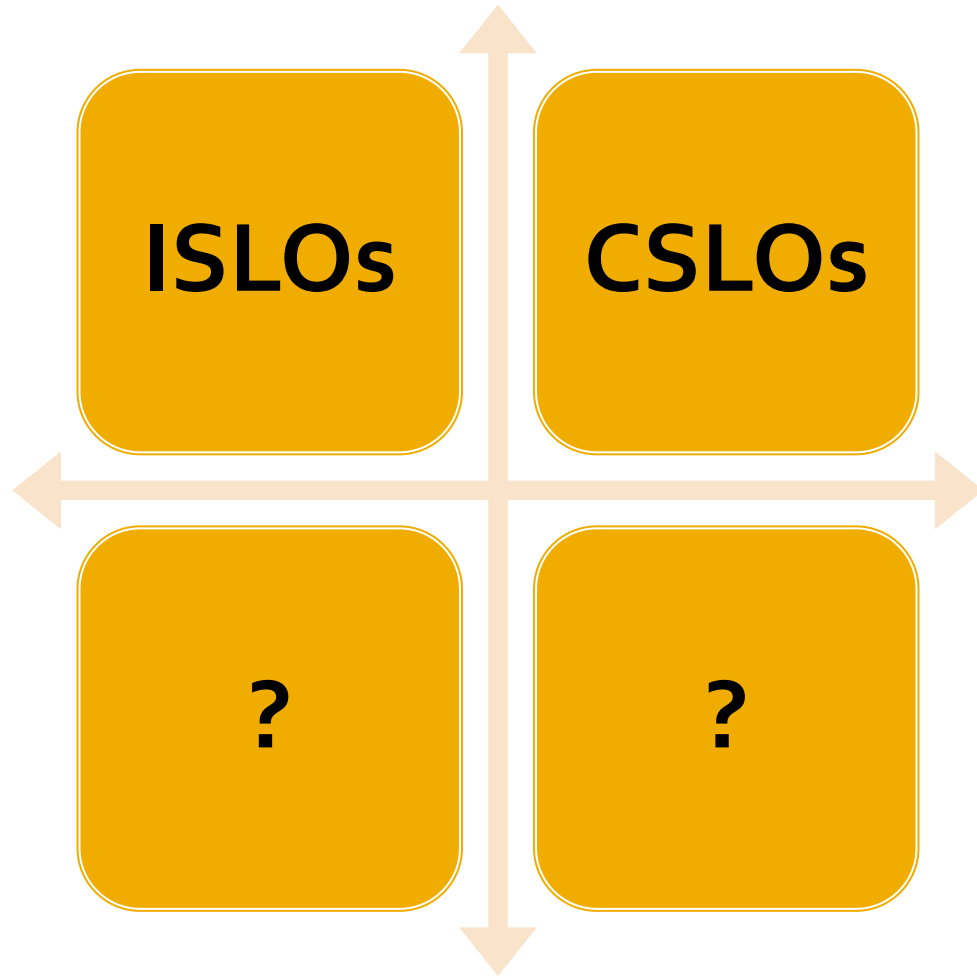
**Levels of Achievement**

# Why Should We Care?

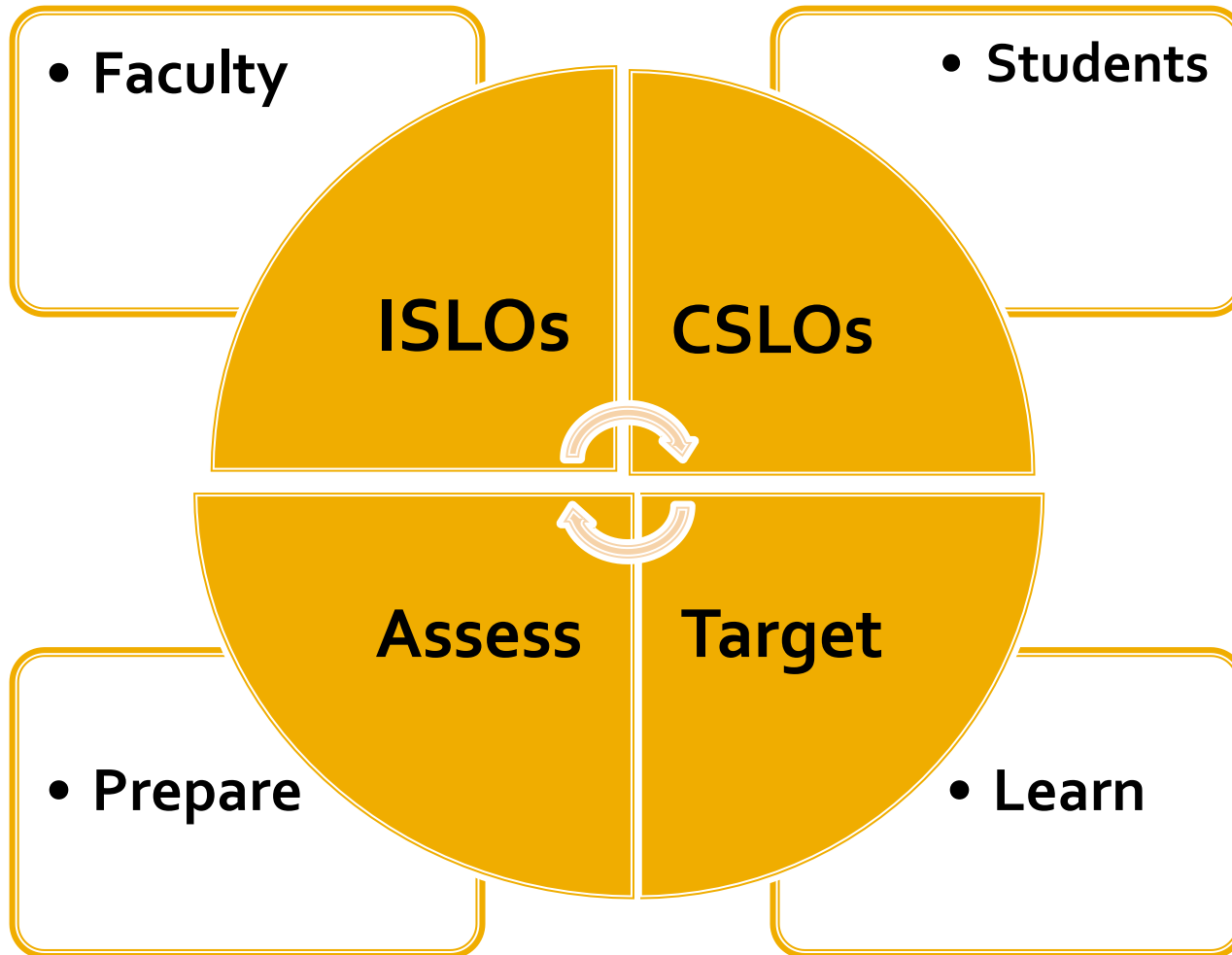




# Where Are We Now?



# Where Do We Need to Be?



# How Will We Get There?

## TODAY

1. Identify Levels of Achievement
2. Agree on Levels of Achievement
3. Identify Points of Preparation
4. Discuss Capstone Assessment Methods
5. Assign Responsibility
6. Set Timelines

## HOMEWORK FOR MARCH

1. Identify Points of Preparation by Expected Achievement Level
2. Identify Timeline for Achievement
3. Identify Assessment at Each Achievement Level
4. Assign Responsibility
5. Begin Pages 3-4 of Plan Report
6. Attend Spring 1-on-1's

# Let's Get Started...



# Questions before we move ahead...

