

**SLO 1:** During the capstone experiential learning course(s), students will demonstrate the knowledge, skills, and dispositions expected of entry-level professionals in their disciplines.

1. Student's Name

2. Evaluator's Name

3. Degree Program

**4. Students did** correlate prior life experiences with academic knowledge and experiences (P2).

- Developing - Identifies similarities of life experiences and academic knowledge and knows they relate to student's interests.
- Basic - Compares academic knowledge and past experiences to identify similarities and differences, and insights new to the student.
- Mastery - Selects a variety of pertinent, personal life experiences to expand one's knowledge of the concepts in the area of study.
- Advanced - Synthesizes connections between previous experiences and current area of study, demonstrating an in-depth understanding which broadens the student's point of view.

**5. Students did** connect concepts through an interdisciplinary perspective (P1).

- Developing - Presents facts and basic concepts from the perspective of two or more disciplines (when prompted).
- Basic - Connects facts and basic concepts from the perspective of two or more disciplines (when prompted).
- Mastery - Connects and examines ideals, theories, tenets, or concepts from the perspective of two or more disciplines.
- Advanced - Critiques or synthesizes relationships between knowledge and values from the perspective of two or more disciplines.

**6. Students did** adapt and implement previously learned knowledge and skills to new contexts, situations, or scenarios (P6).

- Developing - Applies previously learned skills & knowledge to a new situation.
- Basic - Applies skills and knowledge learned from two or more previous experiences to a new situation.
- Mastery - Adapts previously learned skills and knowledge in order to solve problems or prevent new problems.
- Advanced - Adapts previously learned skills, theories, values, and/or knowledge in the implementation of solving difficult or complex problems.

**7. Students did** communicate effectively (P2,6).

- Developing - Communicates (methods may vary) utilizing basic skills inconsistently.
- Basic - Communicates (methods may vary) effectively utilizing basic skills.
- Mastery - Consistently communicates (methods may vary) efficiently and effectively.
- Advanced - Consistently communicates (methods may vary) efficiently and effectively, resulting in enhanced understanding of content.

**8. Students did** expand sense of future self through reflection on participation in experiential learning processes (P4).

- Developing - Describes one's strengths and weaknesses.
- Basic - Communicates one's strengths and weaknesses in several areas/contexts (i.e., skills: knowledge; skills: application; skills: valuing).
- Mastery - Examines changes in self in relation to experiential learning and potential for growth in different areas
- Advanced - After reflecting on experiential learning experiences, examines future self and develops action plan to reach this goal.

**9. Students did** demonstrate professional characteristics and behaviors (P2,6).

- Developing - Rarely demonstrates professional behaviors and dispositions; needs improvement in all or almost all areas.
- Basic - Sometimes demonstrates professional behaviors and dispositions; needs improvement in three areas.
- Mastery - Usually demonstrates professional behaviors and dispositions; needs improvement in one or two areas.
- Advanced - Consistently demonstrates professional characteristics and behaviors such as punctuality, well-developed work ethic, positive attitude, self-initiative, conflict resolution, integrity, ethics, and effective communication with peers and supervisors.

Please continue to the second page to complete Rubric 2.

**SLO 2:** During the capstone experiential learning course(s), students will reflect critically to link theory with practice and develop applications of knowledge based on the reflection.

**10. Students did** communicate effectively using appropriate conventions of language and correct format(s) (P2, 6).

- Developing - Completes assignment(s) in an appropriate manner.
- Basic - Completes assignment(s) by using appropriate conventions of language and correct format(s) that connect in a basic way the content to the product.
- Mastery - Completes assignment(s) by using appropriate conventions of language and correct format(s) that explicitly connect content and form while demonstrating awareness of purpose and audience.
- Advanced - Completes assignment(s) by consistently using appropriate conventions of language and correct format(s) so that the interdependence of language, meaning and thought are clearly expressed.

**11. Students did** connect prior learning to changes that are a direct result of the experiential learning process (P4).

- Developing - Revisits prior learning at a superficial level without truly revealing any clarified meaning or gaining a broader perspective of educational or real world experiences.
- Basic - Revisits prior learning in some depth to reveal slightly deeper meanings and broader perspectives about educational and real world events.
- Mastery - Revisits prior learning in depth to reveal deeper meanings and broader perspectives about educational and real world events.
- Advanced - Revisits prior learning in depth to identify significant changes in perceptions about educational and real world experiences, providing the foundation for continual expansion of knowledge as well as personal growth and maturity.

**12. Students did** revisit prior learning to apply knowledge and skills in new and innovative ways (P4, 6).

- Developing - Makes vague references to prior learning but does not apply it in new and innovative ways that demonstrate comprehension.
- Basic - Makes some references to prior learning and attempts to apply it in new and innovative ways that demonstrate comprehension.
- Mastery - Makes references to prior learning and shows some evidence of applying it in new and innovative ways that demonstrate comprehension.
- Advanced - Makes clear references to prior learning and applies it in new and innovative ways that demonstrate comprehension.

13. **Students did** assess what they have learned about themselves as members of a broader community (P7).

- Developing - Shows nominal awareness about own biases and/or cultural rules and somewhat uncomfortable with cultural differences.
- Basic - Identifies own biases and/or cultural rules with a strong preference for those rules while seeking the same in others.
- Mastery - Identifies new perspectives about own biases and/or cultural rules resulting in a certain level of comfort with new and differing perspectives.
- Advanced - Expresses insights into own biases and/or cultural rules, showing how experiences have influenced these rules/biases resulting in a shift in understanding.

14. **Students did** assess what they have learned about themselves as individuals (P7)

- Developing - Defines own performance with general terms such as success and failure.
- Basic - Communicates strengths and challenges to learning through increased self-awareness.
- Mastery - Assesses changes in own learning and perceptions over time, identifying complex contextual factors.
- Advanced - Exhibits a strong sense of self as a learner; builds on prior knowledge and experiences to address new and challenging situations.