Capstone I AY16 Program Review: Program Outcomes and Capstone Assignment Alignment
INTEGRATIVE STUDIES

Program Learning Outcomes (PLOs)

Eastern Oregon University students prepare for their careers and lives as citizens by:
- Content Knowledge: Gaining breadth of knowledge
- Inquiry and Communication: Strengthening their ability to inquire, create, and communicate
- Civic Engagement: Being engaged in the community and exercising personal and social responsibility
- Integrative Learning: Integrating, applying, and reflecting on their skills and knowledge

Capstone Assignment

Creation of Preliminary ePortfolio

One main goal of the Integrative Studies Capstone sequence is for you to produce an ePortfolio that showcases the quality work you have done in your college career, blending together work from two or more disciplines, evidence of relevant co-curricular and applied learning experiences into a coherent and unified whole. It is your opportunity to develop a unique academic and professional identity and present that identity in an aesthetically pleasing, adaptable, and portable electronic format. This ePortfolio is the centerpiece, or the public face, of your capstone project, not the project itself, yet the credibility of your academic work is enhanced by a thoughtful, well planned, and accessible presentation. In the world of art, a portfolio seeks to present the artists best paintings or sculptures in their best light. In the world of news reporting, a portfolio collects clips of the reporter best previous written work. In the world of dance, a choreographer will compile a collection of performance videos to highlight her skill. In all cases, the portfolio serves as an introduction to, or explanation of the work, presented so in a professional and appealing package.

To complete this assignment, follow these steps:

- Collect the artifacts you wish to include in your ePortfolio and save them to a central file folder (your Google Drive account is a perfect choice). It is better to have too many artifacts and be forced to select only the best, than it is to have too few and be forced to present mediocre work.
  - Artifacts may include essays or other written work you have completed as part of your coursework, relevant photographs you have taken or that you have secured written permission to use (save that permission in a secure folder), audio files, video files electronic artwork, links to other web sites you have created and that are relevant to your capstone project.
- Choose a Web development platform that suits your needs (check the comparison chart HERE)
- Create a site that contains the following main pages: Home; About; Resume; Integrative Approaches; Culminating Essay; Coursework. Be sure your site has these pages. You may begin with a template (highly recommended, especially if using Google Sites). Make the finished product unique and representative of the academic and professional identity you wish to present to your audience.
- Optional: Add sub-pages, if desired, under Coursework, depending on how extensively you wish to display your work.

- Optional: add pages that may be helpful as you grow your ePortfolio: Resources and Co-Curricular Activities are good possibilities. Keep extra pages to the minimum necessary to meet your purposes, and make sure they relate to your academic profile.
- Feel free to explore other examples of student ePortfolios for inspiration. They are easy to find with a simple Google search.

Note: If you are using Google Sites, be sure to add the rest of the class and your professor to the list of people who can VIEW (not edit) the site, so that we can offer feedback and suggestions for further development.

Another Important Note: No one expects you to produce a perfect, finished product in one week. I do expect you to make a good start on something that you can continue to build on throughout the rest of the term and through the end of IS 401.

Closing the Loop Statement

Content Knowledge: The capstone ePortfolio requires students to embed or link to a personalized web site documents, projects, or other media produced in courses throughout their academic career. These artifacts are evaluated in terms of their variety, quality, and relevance to a student-identified complex problem, nee, opportunity, or research question that requires the insights from more than a single academic discipline in order to arrive at a more comprehensive understanding of the issue. In addition, students are required to submit and include in their ePortfolio a Culminating Essay that explains how their coursework combines to produce this more comprehensive understanding, along with their understanding of the theories and processes of interdisciplinary research and integration itself. The rubric for this assignment includes the category "Disciplinary Proficiency" in order to gauge student achievement in this program outcome.

Inquiry and Communication: The ePortfolio is by its nature a communication. The standards for the ePortfolio assignment include a category of "Arrangement/Rhetoric" and "Presentation" which specifically address this program outcome.

Civic Engagement: The ePortfolio may or may not contain evidence of student engagement with civic affairs depending on the life situation of the individual student. Some students in the program are working adults, and may have significant experience relevant to their academic studies and area of research interest, however, younger students with less work experience will have less to say in this category. While Integrative Studies as a program affirmatively recognizes and encourages students to develop connections between the theoretical/academic and the lessons of lived experience, and intend to continue to do so, the program may need to reevaluate this category as a program outcome.

Integrative Learning: Since the program is specifically focused on integrative learning and the systematic process by which researchers locate intersections and resolve conflicts between the theories, concepts, methods, and insights of multiple disciplines, the ePortfolio is designed to have students demonstrate proficiency in this area. The rubric for the ePortfolio assignment includes categories of "Reflection" and "Disciplinary Proficiency" to address this program outcome. The category of Reflection includes criteria "depth," "coherence," "synthesis," and "integration."

[Action Plan](#)

1) Revise outcomes so that are more discipline-based, more specific, as they are overly general at this time.
2) Reassess how the Civic Engagement Outcome is met by students.
3) Think about including Critical Thinking as a PLO.