

**Capstone II AY17 Program Review: Capstone Rubric & 2017 Aggregate Scores**  
**Integrative Studies**

**Assessment Type:** Academic Program

**Year/Term:** 2016-2017

**Level:** Integrative Studies

**Learning Outcome:** Program Learning Outcomes (PLOs)

**Assessment Method/Tool:** Program Outcomes Capstone Rubric

**Measurement Scale:** 4-1

**Sample Size:** 31

	Proficient (# of students)		Competent (# of students)		Adequate (# of students)		Developing (# of students)	
<b>Content Knowledge-</b>	13	42%	12	38%	3	10%	3	10%
<b>Inquiry and Communication</b>	12	38%	13	42%	5	16%	1	4%
<b>Integrative Learning</b>	11	35%	14	45%	4	14%	2	6%
<b>Median %</b>		38%		42%		14%		6%

**Benchmark:** **100%** Institutional benchmark goal for percent of students to meet “Proficient” or “Adequate” levels

**Number Achieving Benchmark:** 29 of how many participants? **31**

**Percent Achieving Benchmark:** Actual percentage of students meeting “Adequate” or “Proficient” levels:  
**Mean: 94%**  
**Median: 94%**

## Closing the Loop

Thirty-one students completed the Integrative Studies capstone in the Spring term of 2017. Of those, 25, or 94% scored adequate or above across all Program Outcomes assessed for the Integrative Studies Capstone.

Overall, Integrative Studies students' capstone performance for this cohort was strong, only 6% (median) of students falling in the developing category. Nevertheless, there remains room for growth in the area of content knowledge of integrative processes and concepts separate from disciplinary competency in the students' fields of study. While this particular cohort was strong and there have always been very strong individual performances, other cohorts taken as a whole have not always performed as well.

The IS Faculty Council plans to discuss implementation of a portfolio reading procedure involving all members of the council similar to the WR 115 portfolio reading. The goal is to leverage the insights and perspectives of multiple faculty members to better identify strengths and weaknesses in individual student's disciplinary competence as well as their understanding of integrative learning processes during IS 301. This will give the instructor time and specific insight to better guide students toward higher levels of achievement in IS 401.

In terms of assignment design, I have begun using a more structured peer review process to focus students' attention on inquiry and communication. There are technological limitations in our on-line environment that make assigning and collecting peer reviews challenging, but I have sought partners to help sort out those LMS issues.

Informal student feedback taken from the Week 10 discussion board, a low-stakes reflective exercise, suggests that students overall find the course both challenging and enlightening. Many indicate specifically that they have a new appreciation for the work done in their minors, and that they expect to immediately apply their newly discovered integrative skills in their current jobs. We have not yet collected data on student activities following graduation, so this will be another area for the faculty council to address in the future as we continue to develop the program.

## Program Learning Outcomes

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