

BACHELOR OF INTEGRATED STUDIES

Name _____

Date _____

Professional Attributes Progress Summary

Professional Indicator and Description	On-Target	Moderate/ Strong Concern**	Comments (Must be provided if there is a concern)
<p>Interdisciplinary Knowledge/Inquiry of Human Cultures and the Physical and Natural Worlds</p> <p><i>Target: The student demonstrates discipline-specific knowledge of three self-selected areas in the arts and sciences.</i></p>			
<p>Intellectual/Inquiry Skills</p> <p><i>Target: The student demonstrates excellent levels of inquiry, creativity, discovery, analysis, and/or reporting/sharing.</i></p>			
<p>Ethical and Social Responsibility</p> <p><i>Target: The student develops and maintains professional ethics and dispositions respecting individuals and cultural sensitivity.</i></p>			
<p>Collegiality</p> <p><i>Target: The student is respectful of self, faculty, staff, and peer and community members.</i></p>			
<p>Leadership Skills</p> <p><i>Target: The student demonstrates organizational abilities, time management, and communication skills. Regular contacts are made with committee members.</i></p>			
<p>Resourceful</p> <p><i>Target: The student learns and applies inquiry, or creative problem-solving skills. These skills are applicable for new learning situations and life-long learning.</i></p>			

** Students who receive concerns will be referred to the BIS director for appropriate action.

Capstone Project Scoring Rubric

INDICATOR	<i>4—Advanced</i>	<i>3—Proficient</i>	<i>2—Developing</i>	<i>1—Emerging</i>
<p>(HIEE) High Impact Educational Experience</p> <p><i>Target: The student showed a depth of engagement through at least one of these: (a) personal time/commitment investment, (b) meaningful interaction/internships with others, (c) group/collaborative learning, (d) creative processes, (e) undergraduate research, (f) diversity/global learning, (g) public performance, (h) community-engaged service learning, or (g) intensive writing</i></p>	<p>The student demonstrated superior/rich levels of impactful educational learning experiences, including superior levels of professional behaviors and dispositions.</p>	<p>The student demonstrated good/quality levels of impactful educational learning experiences, including high levels of professional behaviors and dispositions.</p>	<p>The student demonstrated developing/moderate levels of impactful educational learning experiences, including developing professional behaviors and dispositions.</p>	<p>The student demonstrated weak/poor levels of impactful educational learning experiences, including emerging professional behaviors and dispositions.</p>
<p>Interdisciplinary Work</p> <p><i>Target: The student made multiple connections and conclusions across three disciplines during the Capstone Experience</i></p>	<p>The student demonstrated deep understanding from multiple disciplinary perspectives. During the defense, the student provided rich synthesis, analysis, and/or creativity from all three areas of study.</p>	<p>The student demonstrated good understanding from multiple disciplinary perspectives. During the defense, the student provided moderate synthesis, analysis, and/or creativity from at least two areas.</p>	<p>The student connected examples, facts, or conclusions from at least two areas of study. During the defense, the student provided fair synthesis, analysis, and/or creativity, but did not share good understanding of Capstone work.</p>	<p>The student minimally related examples, facts, or theories from at least one area of study. During the defense, the student lacked depth of understanding and/or creativity for Capstone work.</p>
<p>The Capstone Project Experience/Report/Defense</p> <p><i>Target: The student identified an issue, topic, or creative process and created a capstone experience that showed a depth of understanding, learning, and involvement through a well-crafted written report, project defense, and other artifacts as appropriate.</i></p>	<p>The student demonstrated a superior Capstone Project with research, service learning, or creative processes and presented an advanced project report. Other evidence of advanced learning was shared during the Capstone defense.</p>	<p>The student demonstrated a good Capstone Project with research, service learning, or creative processes and presented a proficient project report. Other evidence of quality learning was shared during the Capstone defense.</p>	<p>The student demonstrated a moderate quality Capstone Project with research, service learning, or creative processes and presented a basic/weak project report. Other evidence of quality learning was limited.</p>	<p>The student demonstrated a minimum quality Capstone Project with research, service learning, or creative processes and presented a basic/weak project report. Other evidence of quality learning was limited or lacking.</p>

<p>Knowledge, Skills, and Research Bases</p> <p><i>Target: The student effectively used synthesizes, and reported key research, theory, and/or skills from three disciplines in the capstone project</i></p>	<p>The student demonstrated superior use and integration of theory, research, and best practices in three academic disciplines. The Capstone project report showed advanced use and integration of knowledge bases.</p>	<p>The student demonstrated quality use and integration of theory, research, and best practices from three academic disciplines. The Capstone Project Report showed effective use and integration of knowledge bases.</p>	<p>The student demonstrated marginal use and integration of theory, research, and best practices from at least two disciplines. The Capstone Project Report showed basic knowledge and use of theory bases, however, it was limited in scope.</p>	<p>The student demonstrated minimal use and integration of theory, research, mostly from one discipline. The Capstone Project Report showed limited knowledge and use of theory bases. Lack of quality was very apparent.</p>
<p>Methods, Means, or Creativity</p> <p><i>Target: The student targeted and implemented quality methods, means, or creativity for studying/creating a powerful capstone project</i></p>	<p>The Student demonstrated superior methods, means and/or creativity in the Capstone Experience. The Capstone Project Report described and reflected an advanced level for Capstone work.</p>	<p>The Student demonstrated quality methods, means and/or creativity in the Capstone Experience. The Capstone Project Report described and reflected a proficient level for Capstone work.</p>	<p>The Student demonstrated moderate methods, means and/or creativity in the Capstone Experience. The Capstone Project Report described and reflected a basic level for Capstone work.</p>	<p>The Student demonstrated minimal methods, means and/or creativity in the Capstone Experience. The Capstone Project Report reflected barely acceptable levels for Capstone work.</p>
<p>Analysis/Results/Conclusions, and/or Product/Artifacts</p> <p><i>Target: The student effectively analyzed, summarized, or created artifacts that demonstrated superior learning and/or creativity</i></p>	<p>The Capstone Project Report and/or product demonstrates advanced levels of understanding and application of the experience. The Capstone Project Report reflected superior learning and/or creativity.</p>	<p>The Capstone Project Report and/or product demonstrates strong levels of understanding and application of the experience. The Capstone Project Report reflected solid learning and/or creativity.</p>	<p>The Capstone Project Report and/or product demonstrates moderate levels of understanding and application of the experience. The Capstone Project Report reflected moderate learning and/or creativity.</p>	<p>The Capstone Project Report and/or product demonstrates a minimum level of understanding and application of the experience. The Capstone Project Report reflects basic understanding but lacked academic rigor.</p>
<p>Grammar, Syntax, and Mechanics</p> <p><i>Target: The Capstone Project reflected highly skilled and cohesive writing of superior quality.</i></p>	<p>The student skillfully used written language to communicate the purposes, procedures, and conclusions of the project. Stylistically, the writing flowed coherently and fluently throughout the project and demonstrates an advanced command of written communication.</p>	<p>The student effectively used written language to communicate the purposes, procedures, and conclusions of the project. Stylistically, the writing flowed coherently and fluently throughout the project and demonstrates an advanced command of written communication.</p>	<p>The student uses written language effectively; however, committee members make frequently content and/or mechanical suggestions. Stylistically, the writing read well and was free of obvious errors in grammar, syntax, and mechanics. writing.</p>	<p>The student marginally used written language in the project. Stylistically, there are many errors in cohesion, grammar, syntax, and mechanics. The committee expressed concern about the student's written language.</p>

BIS Capstone Scoring Rubric Items and High-Impact Educational Experiences are based on 2019 LEAP (Liberal Education and America's Promise) Principles for Excellence from the American Association of Colleges and Universities (AAC&U) <https://www.aacu.org/leap/principles-of-excellence> and Kuh, G. D., & O'Donnell, K (2014). *Cena/January 2019*