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**PROGRAM-LEVEL OUTCOMES (GS courses must meet at least one program-level outcome)**

Students can:

- 1) Evaluate information appropriate to the task;
- 2) Apply principles of critical thinking to demonstrate integrative learning;
- 3) Communicate effectively in spoken form;
- 4) Communicate effectively in written form;
- 5) Analyze cultural issues within a global context.
- 6) Evaluate in context significant concepts relating to democracy.

**IV. CAPSTONE**

Capstone outcomes (Courses must meet all outcomes)

Students can:

- 1) Evaluate information from more than one academic discipline.
- 2) Formulate logical connections between disciplines as they relate to the topic.
- 3) Employ the approach of more than one academic discipline in completing a Capstone project.
- 4) Synthesize knowledge related to the topic in completing a Capstone project.
- 5) Communicate effectively in the medium chosen for the Capstone project.

**Capstone Rubric**

This rubric addresses the following **General Studies (GS)** program learning outcomes: **GS 1** – Evaluate information appropriate to the task; **GS 2** – apply principles of critical thinking to determine integrative learning; **GS 3** – communicate in spoken form and/or **GS 4** communicate in written form; **Capstone (CO)** learning outcomes: **CO 1** – Evaluate information from more than one academic discipline; **CO 2** – Formulate logical connections between disciplines as they relate to the topic; **CO 3** – Employ the approach of more than one academic discipline in completing a Capstone project; **CO 4** – Synthesize knowledge related to the topic in completing a Capstone project; **CO 5** – Communicate effectively in the medium chosen for the Capstone project.

*Evaluators are encouraged to assign a Does not meet criteria to any work sample that does not meet Beginning level performance.*

	<b>Does not meet criteria for Beginning</b>	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
Evaluate Information and its Sources  <b>CO 1</b> <b>GS 1</b>	---	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Make connections across disciplines  <b>CO 2</b>	---	When prompted, attempts to connect examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.
Employ approaches of more than one discipline  <b>CO 3</b>		The capstone project has been completed by employing, in a basic way, knowledge from multiple disciplines.	The capstone project has been completed by employing knowledge from multiple disciplines, acknowledging multiple approaches.	The capstone project has been completed by employing knowledge from multiple disciplines, engaging multiple approaches.	The capstone project has been completed by fully integrating multiple approaches and/or strategies from all of the disciplines addressed and the learner has demonstrated a knowledge and/or understanding of how the disciplines are related.
Synthesize knowledge  <b>CO 4</b> <b>GS 2</b>	---	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.	Uses skills, abilities, theories, or methodologies gained in one situation to new situations to contribute to understanding of problems or issues.	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.
Communicate effectively  <b>CO 5</b> <b>GS 3 and/or</b> <b>GS 4</b>	---	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.