

## Intercultural and Interdisciplinary Exploration Assessment

### Overview

Intercultural and Interdisciplinary Exploration (IIE) is reflective of the type of learning that is emphasized for students at Pitzer College. Such learning is about cultural understanding, interaction, dialogue, and an approach to learning that weaves multiple learning modalities and content into one integrated learning experience. As such Pitzer defines IIE educational objectives as:

- **Interdisciplinary Perspective.** By integrating the perspectives of several disciplines, students gain an understanding of the powers and limits of each field and of the kind of contribution each can make; students learn how to understand phenomena as a complex whole.
- **Intercultural Understanding.** By learning about their own culture and placing it in comparative perspective, students appreciate their own and other cultures, and recognize how their own thoughts and actions are influenced by their culture and history.

In order to meet the IIE educational objective, students must complete three full-credit courses and provide a rationale for why they chose the courses they did, and how the combination meets the IIE requirement. However, it is important to note that IIE courses are defined by faculty or the administration. At the point of this assessment, IIE course identification was left completely up to the preference of students.

At Pitzer, IIE is about an integrative approach to learning that emphasizes cultural understanding and integrative learning within a diverse community and for a diverse group of individuals to make the college a better place together. As such, IIE is at the core of what Pitzer College stands for. But in order to truly understand how IIE exists here at Pitzer, it is important to look at how IIE is represented, delivered, and reviewed. Hence, the framework for this assessment is both heuristic and proficiency oriented. Heuristic in the sense that it will provide an understanding of how IIE is represented in terms of course completion. Proficiency oriented because it provides a general picture of how well students are meeting the IIE educational objective. This two-pronged approach is to give a general overview of IIE at Pitzer and what should be addressed to move it forward. As part of this two-pronged approach, the following will be discussed in this assessment report:

- The literature definitions that defined the assessment tools used.
- IIE courses overview and description
- IIE rational proficiency assessment
- IIE student coursework proficiency assessment
- Recommendations for moving IIE forward

## Defining IIE

Pitzer's IIE educational objectives described in the previous section provided a definitional framework to frame this assessment. Unfortunately, at the time of this assessment, Pitzer did not have clear learning outcomes or assessment tools that were created for assessing either part of IIE (Intercultural Understanding or Interdisciplinary Perspective). As such, we conducted a brief literature review of assessment tools that could be used and their accompanying definitions.

### Intercultural Understanding Definition

The educational objective for Intercultural Understanding Perspective at Pitzer College state that "By learning about their own culture and placing it in a comparative perspective, students appreciate their own and other cultures and recognize how their own thoughts and actions are influenced by their culture and history." There are various opinions and definitions among administrators and educators for intercultural competence. In Deardorff (2006) nine definitions of intercultural competence were analyzed. The top three elements shared in all definitions were awareness, valuing and understanding of cultural differences, both of one's own as well as others' cultures (Deardorff, 2006).

The Association of American Colleges and Universities (AAC&U) adopted Bennett's (2008) definition of Intercultural Knowledge and Competence, which is defined as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." We chose to frame our assessment using AAC&U's definition for two main reasons. First, AAC&U's definition of Intercultural Knowledge and Competence is closely related to Pitzer's educational objective for Intercultural Understanding. Second, they provide a rubric (AAC&U VALUE rubric on Intercultural Knowledge and Competence) that has already been validated. Although it is not perfect match to Pitzer's own Intercultural Understanding objective, it provided the perfect framework for this assessment.

### Interdisciplinary Learning Definition

The educational objective for Interdisciplinary Learning at Pitzer College state "By integrating the perspectives of several disciplines, students gain an understanding of the powers and limits of each field and of the kind of contribution each can make; students learn how to understand phenomena as a complex whole." Interdisciplinary Learning was a little more difficult to define and find in the literature. However, after examining Pitzer's educational objective, we found that integrative learning from the literature is very similar and the most closely related to Pitzer's educational objective. One definition by Huber et al. (2007), states that integrative learning is developing the ability in students to make, recognize, and evaluate connections among different concepts, fields, or contexts. This is the premise behind Pitzer's Interdisciplinary Learning educational objective.

Although there were other definitions, we decided to use AAC&U's definition of integrative learning as it was the most closely aligned with Pitzer's Interdisciplinary Learning educational objective. The AAC&U defines integrative learning as "an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations and beyond the campus." In addition, AAC&U provides a VALUE rubric on Integrative Learning that has already been validated. Again, it is not a perfect match, but it does provide a good framework for this assessment.

### **Methodology**

In order to get a complete picture of IIE, we utilized a mixed-method approach that focused on the two specific aspects of IIE at Pitzer. First, we examined what IIE looks like at Pitzer in terms of the courses by examining student graduation forms from 2012-2013 and identifying what three courses students picked as meeting the IIE requirement. From this data, we were able to determine the courses that were most commonly selected by students as meeting the IIE requirement as well as the fields those courses were in.

Second, we examined student graduation forms (2012-2013) in order to determine at what point in their academic career did students complete their IIE identified courses in relation to the submission of their IIE rationales. The IIE rationale is required for graduation and in it students explain the reasoning behind their IIE course choices, how they are connected to each other, and what they expect to gain from them. The purpose of this assessment was to provide a general view of when students complete their IIE courses and their rationales.

Finally, we conducted a direct assessment of student work. We needed to assess to different datasets here. First, we assessed IIE rationales from student graduation forms. This set of data was selected because it was the only available sample of student work that is specific to IIE. Even though there are no specific guidelines for completing the IIE rationale, it is still the most targeted piece of data. Second, we also collected samples of student work from the most selected IIE courses as selected by students. Both datasets were evaluated using AAC&U's VALUE rubrics for Intercultural Knowledge and Competence (see Appendix A) and their Integrative Learning (see Appendix B) VALUE rubric. Teams of faculty experts representing various colleges and universities across the United States developed the VALUE rubrics through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated feedback from faculty. VALUE rubrics are intended to position learning at all undergraduate levels within a basic framework of expectations that may be used nationally through a common dialog and understanding of student success.

The reason for the VALUE Rubrics being used in this assessment is simply because none existed beforehand and there was no clear set of learning outcomes or definition to work from to create one. This does lend itself to a possible misalignment of expected outcomes and assessment tools, however, the linkage between Pitzer's expectations and AAC&U definitions were evident. Hence, working from the AAC&U framework is logical informed us on the current status of student's achieving Pitzer's IIE objectives.

## Findings

What follows is a discussion of the results from this assessment. First, we will review what we found from the IIE course assessment, and then we will move on to a review of the IIE rationales and coursework.

### IIE Course Type Assessment:

Figure 1 shows that more than 63% of students took courses at Pitzer to fulfill the IIE requirement. However, 36% of the courses selected by students were non-Pitzer courses with more than 30% being from one of the other Claremont Colleges. In either case, this finding is particularly interesting because IIE can only be assessed currently through Pitzer campus courses and not through any of the other options.

*Looking Forward: Although it is not a majority students, the policy for allowing so many students to take courses outside of Pitzer that count towards meeting Pitzer Educational Objectives should be examined.*

**Figure 1: IIE Course Selection by College of Course (n=254)**

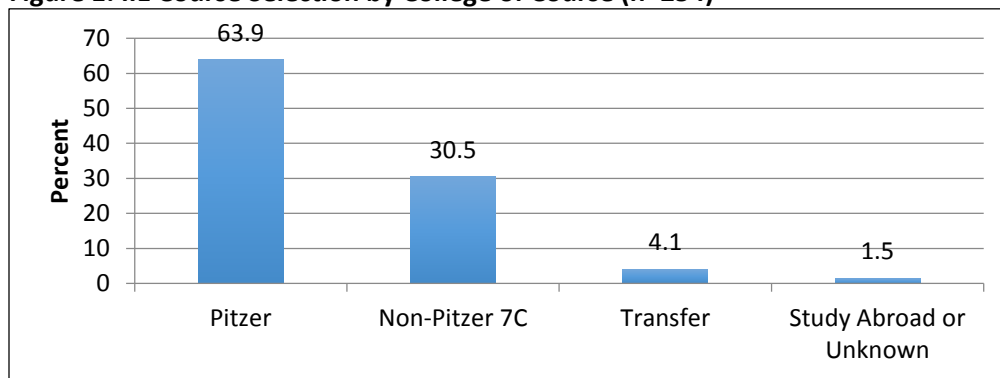
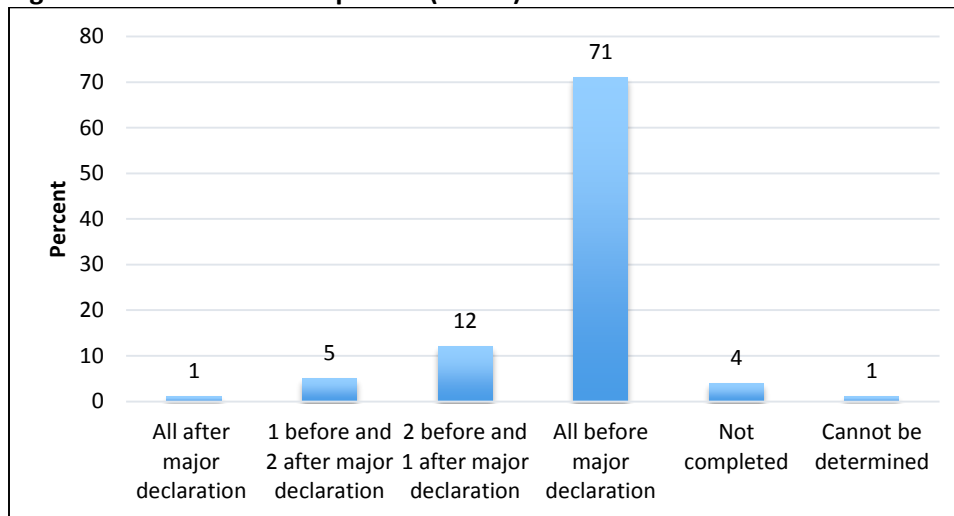


Figure 2 shows that more than 80% of students completed their IIE rationale and submitted their Major Declaration Form after completing nearly all of their IIE courses with 71% of students completing all of their IIE selected courses before submitting their IIE rationale and Major Declaration Form. Although it is a small percentage, some students also indicated transfer and study abroad courses. This is particularly interesting because the purpose of the IIE course selection and rationale were intended to be a guide of future courses to be taken and not a review of courses already taken.

*Looking Forward: This finding indicates that there is a need to examine the structure of how the IIE requirement is met by students, and whether or not there is a need to match the structure to specific guidelines/requirements.*

**Figure 2: IIE Rationale Completion (n=100)**

When the courses selected by students as meeting the IIE requirement are disaggregated by specific field, there is a considerable dispersion in the fields in which students are most commonly selecting their courses from. The following is a breakdown of the top fields along with the number of times a course from that field was selected as meeting the IIE requirement (see Appendix C for more information):

- Sociology - 60
- Anthropology - 56
- International/Intercultural Studies - 53
- History - 49
- Political Studies – 49
- Psychology - 47
- Spanish - 43
- Study Abroad – 34

When disaggregated even further into specific courses/items selected by 2012 – 2013 graduating students as meeting the IIE requirement, study abroad courses were the most commonly selected, with the majority of those being either COST101 (Sociology of Healthcare in Costa Rica) and SPAN033/SPAN044 CR (Spanish in Costa Rica). Unfortunately, there is currently no mechanism in place to track the activities or assignments in those courses. However, of the top courses taught here at Pitzer, IIS010 (Introduction to International/Intercultural Studies) was the top course selected. Four IIS listed courses were in the top 16 courses with three out of the top five courses being IIS listed courses as well. In addition, they seem to be clustered within specific fields with Sociology being the most common field followed closely by Anthropology and International/Intercultural Studies.

*Looking Forward: This finding suggests that certain courses may be better suited to meeting the IIE requirements, however, without knowing what is taught and how it aligns with the IIE Institutional Objective, it becomes a challenge to determine the degree to which students meet learning outcomes. Therefore, it is important to further examine how courses are selected/identified as meeting the IIE requirement.*

IIE Coursework Assessment by Rubric*Interdisciplinary Exploration (AAC&U Integrative Learning)*

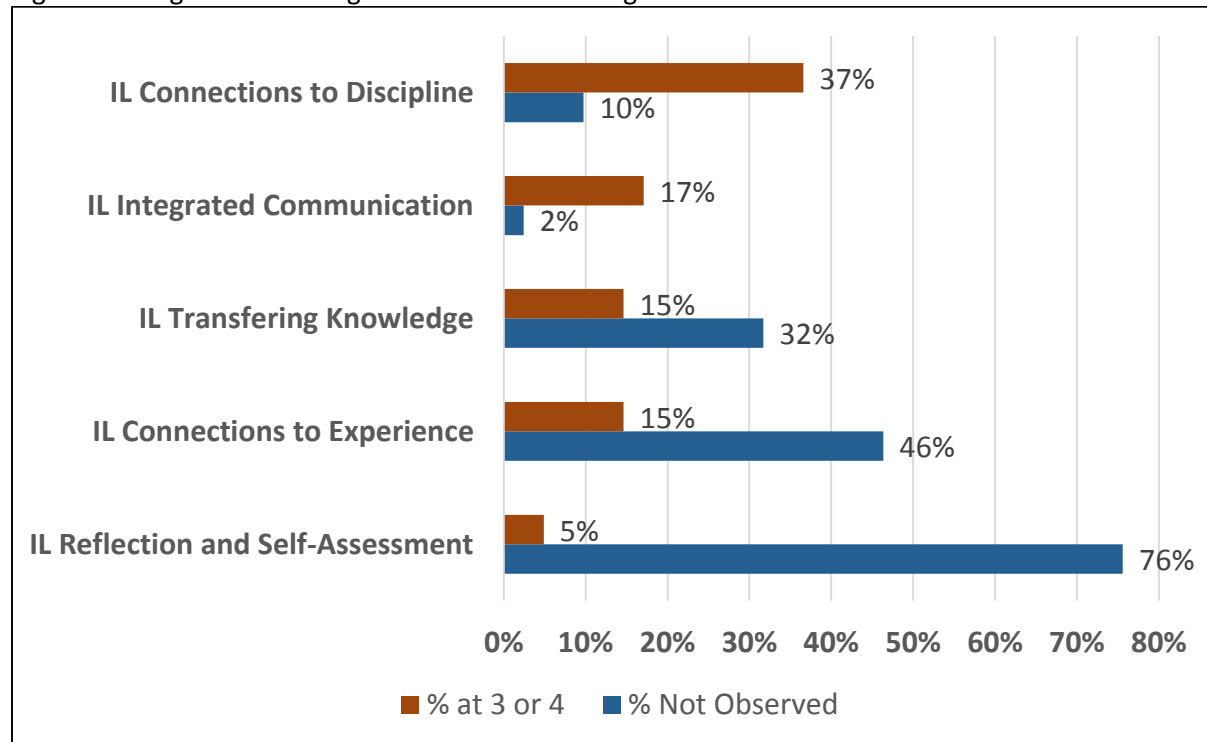
As can be seen in Figure 3, student work did not reflect the criteria being assessed very well. For example, only 37% of the student work samples reviewed for Connections to Discipline were scored at a 3 or 4, which is the criteria for which students did the best. For all other criteria assessed using the IL Rubric, the percentage of students scoring a 3 or 4 did not exceed 17% (Integrative Communication).

On the flip side of this assessment, 76% of the student work samples from coursework did not have any observable data for assessing Reflection and Self-Assessment. This remained relatively high for both Connections to Experience (46%) and Transferring Knowledge (32%). In other words, for three out of the 5 criteria assessed under Integrative Learning, very little data was available in the student work samples provided to speak to those specific criteria.

*Looking Forward: One important point to make here is that a lack of observable data does not indicate a lack of teaching/learning. What it does mean is that the data being used as evidence of students meeting this portion of the IIE requirement did not match the rubrics used.*

*Unfortunately, since there were no established learning outcomes for IIE and no assessment criteria, we had to apply the most closely identifiable tools readily available, which were the AAC&U VALUE rubrics. Hence, there is a strong need to define IIE for Pitzer, articulate specific institutional learning outcomes, and then identify or create assessment criteria to match.*

Figure 3: Integrative Learning Rubric Percent Scoring at a 3 or 4



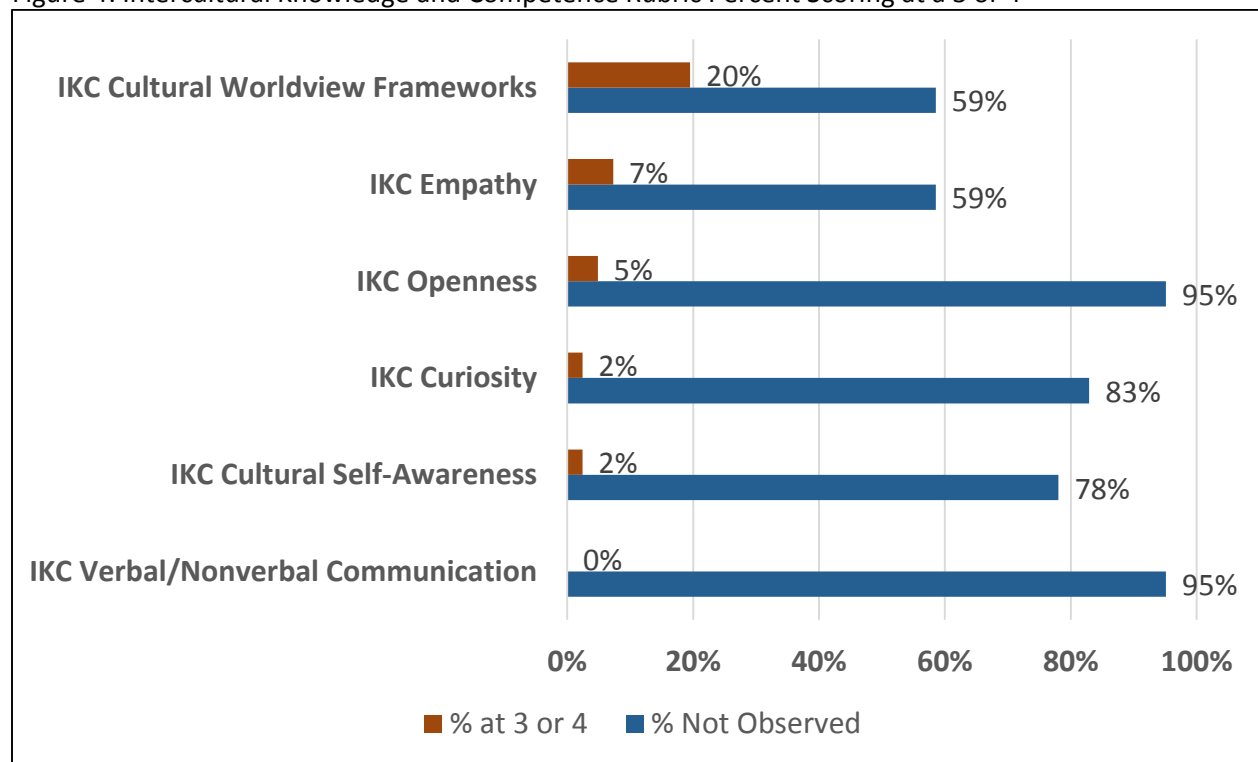
*Intercultural Exploration (AAC&U Intercultural Knowledge and Competence)*

As can be seen in Figure 4, student work did not reflect the criteria being assessed very well. For example, only 20% of the student work samples reviewed for Knowledge of Cultural World View Frameworks were scored at a 3 or 4, which is the criteria for which students did the best. For all other criteria assessed using the IKC Rubric, the percentage of students scoring a 3 or 4 did not exceed 7% (Empathy).

On the flip side of this assessment, 95% of the student work samples did not have any observable data for assessing Openness and Verbal/Nonverbal Communication. In fact, for all criteria assessed using the IKC Rubric, over 50% of the student work samples provided did not provide any observable data for scoring. In other words, for all the criteria assessed under Intercultural Knowledge and Competence, very little data was available in the student work samples provided to speak to those specific criteria.

*Looking Forward: Similar to Interdisciplinary Exploration, it must be noted that a lack of observable data does not indicate a lack of teaching/learning. What it does mean is that the data being used as evidence of students meeting this aspect of the IIE requirement did not match the rubrics used. Unfortunately, since there were no established learning outcomes for IIE and no assessment criteria, we had to apply the most closely identifiable tools readily available, which were the AAC&U VALUE rubrics. Hence, there is a strong need to define IIE for Pitzer, articulate specific institutional learning outcomes, and then identify or create assessment criteria to match.*

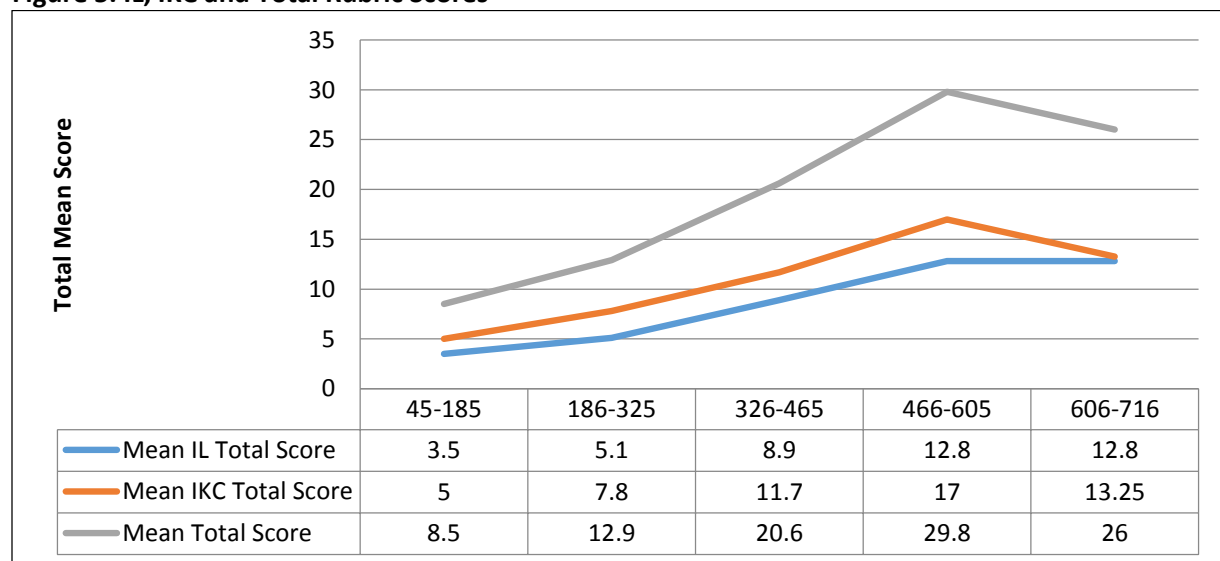
Figure 4: Intercultural Knowledge and Competence Rubric Percent Scoring at a 3 or 4



IIE Rationale Assessment by Rubric*Integrative Learning and Intercultural Knowledge and Competence Quantity Analysis*

The average word count for the IIE rationales was 240, which is equivalent to a ½ page statement. The maximum word count was 716, which is equivalent to a 1.5 page statement. The minimum word count was 45, which is equivalent to a short paragraph. The result is that there was very little student work available to assess student achievement of the IIE Institutional objective. The five word count categories were created based on the range and a standard deviation of 140 words, which were used to separate the IIE rationales into categories from low to high word count. This method was used to demonstrate that with more available to assess, students were scored higher. However, this is not evidence of a strict correlation between higher word count and better rubric scores. This was just to demonstrate a general trend.

The mean scores for Integrative Learning (IL), Intercultural Knowledge (IKC) and total (calculated by summing each student’s rubric scores) are shown below. The minimum and maximum IL scores possible were 0 and 20, respectively. The minimum and maximum IKC scores possible were 0 and 24, respectively. The minimum and maximum total scores possible for both IL and IKC combined were 0 and 44, respectively. It is evident that rubric scores increased with word count.

**Figure 5. IL, IKC and Total Rubric Scores**

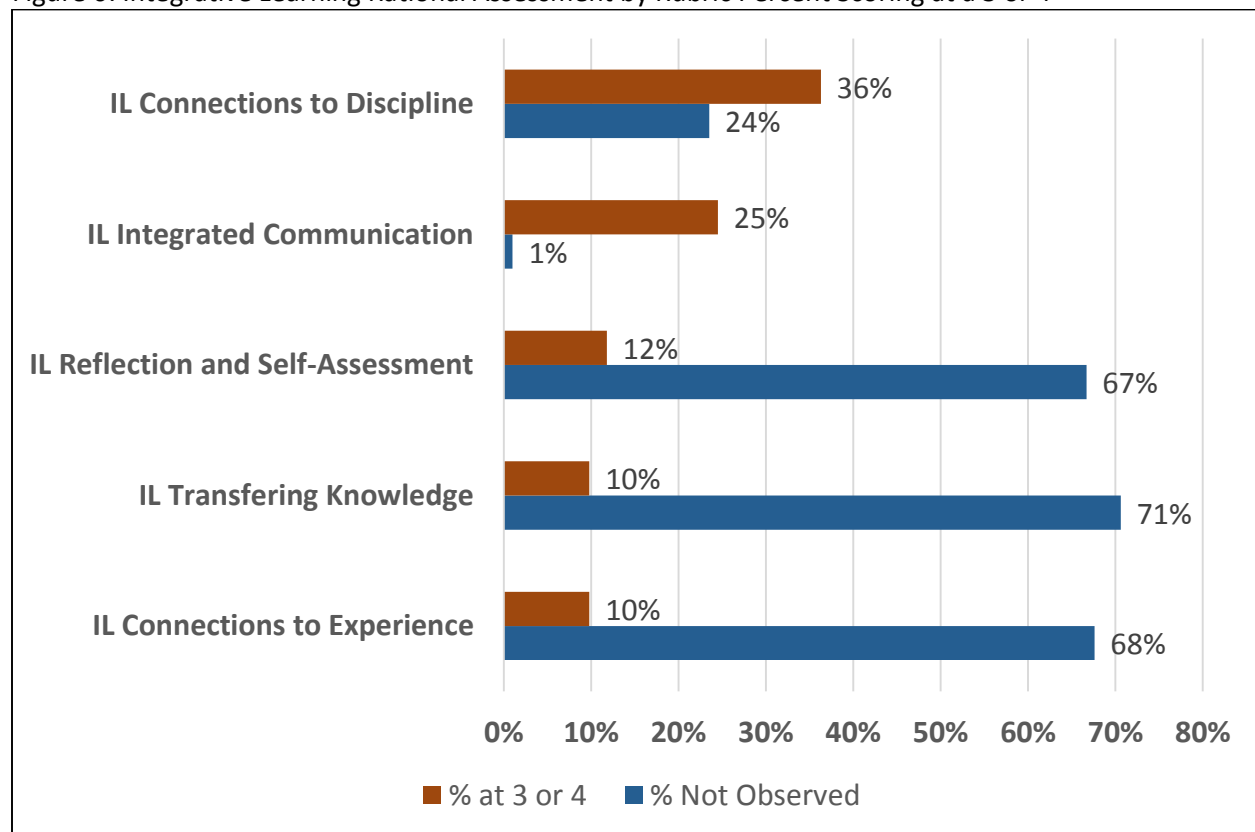
*Looking Forward: What can be determined from the assessment of IIE rationales through this word count assessment is that very little student work data is available for assessing student achievement of the IIE Institutional Objectives if the IIE rationale is the only signature assignment. Currently, there are no guidelines for writing, and so, in some cases, students write very little, which makes it difficult to use as an assessment tool. In other words, there needs to be a review of whether or not to keep the IIE rationale in its present form. However, this should be addressed after a clear definition of IIE is created at Pitzer with specific student learning outcomes to match.*



*Interdisciplinary Exploration (AAC&U Integrative Learning) Quality Analysis by Rubric*

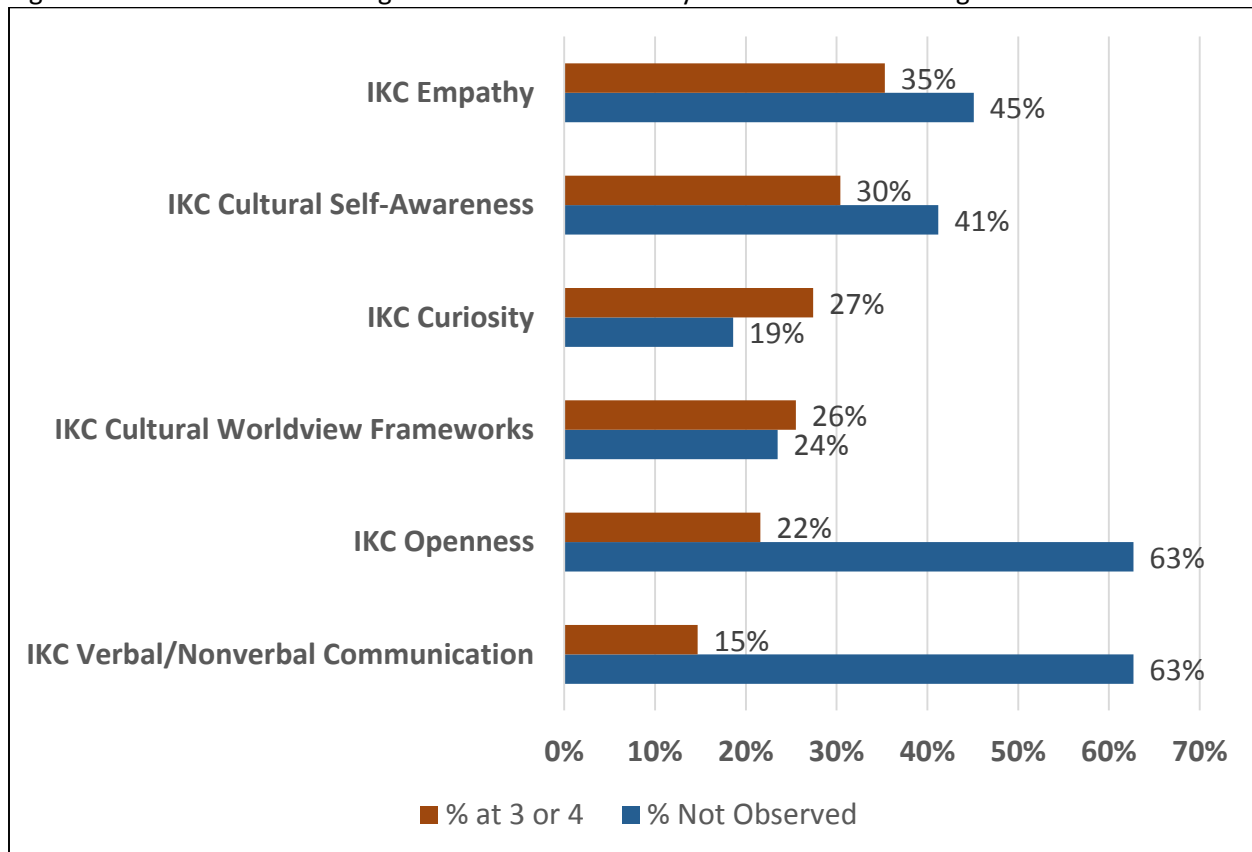
When examined in its entirety, it is clear that Integrative Learning is very difficult to assess. The primary reason for this being that there was very little to no observable data for most of the Integrative Learning criteria, and when it was observed, very few of the IIE rationale criteria were assessed at the Capstone level (Figure 6). The criteria with the most immediate potential for improvement are Connections to Discipline and Integrated Communication simply because the IIE rationales provide a strong foundation for strengthening the teaching and identifying observable data for these two criteria based on the samples of student rationales collected.

Figure 6: Integrative Learning Rational Assessment by Rubric Percent Scoring at a 3 or 4

*Intercultural Exploration (AAC&U Intercultural Knowledge and Competence) Quality Analysis*

Similar to Integrative Learning, Intercultural Knowledge and Competence is also very difficult to assess. The primary reason for this being that there was very little to no observable data for most of the IKC criteria. Moreover, when it was observed, very few of the IIE rationale criteria were assessed at the Capstone level (Figure 7). The criteria with the most immediate potential for improvement are Knowledge: Knowledge of Cultural Worldview Frameworks and Attitude: Curiosity. These are foundational concepts in intercultural understanding particularly because they are indicative of an openness to varying world views and having the cultural knowledge and desire to interact with those from other cultures.

Figure 7: Intercultural Knowledge Rational Assessment by Rubric Percent Scoring at a 3 or 4



*Looking Forward: Similar to our assessment of the IIE Institutional Outcomes through sample student coursework earlier, it is important to note that a lack of observable data does not indicate a lack of teaching/learning. What it does mean is that the data being used as evidence of students meeting this portion of the IIE requirement did not match the rubrics used. Unfortunately, since there were no established learning outcomes for IIE and no assessment criteria, we had to apply the most closely identifiable tools readily available, which were the AAC&U VALUE rubrics. Hence, there is a strong need to define IIE for Pitzer, articulate specific institutional learning outcomes, and then identify or create assessment criteria to match. Yes, this is a recurring theme, but one that should be addressed prior to moving forward with future assessments.*

## IIE Improvement and Assessment Recommendations

In order to move forward with IIE at the institutional level, there are three specific things that need to be addressed. The recommendations that follow are meant to be a guide for moving IIE forward at Pitzer and should be addressed in the general order presented here

### 1. Defining IIE for Pitzer:

- a. **Define IIE.** Right now, there is no clear definition of what IIE is, how it should be assessed, and what its purpose is for the student. This is the most important part of the revision process as it will be the foundation upon which learning outcomes, assessment tools, and courses will be identified.
- b. **Create learning outcomes.** Closely tied to the defining IIE is the creation of expected student learning outcomes at the institutional level. Currently there are none, which makes it extremely difficult to assess and determine how students are faring in meeting the IIE requirement. This should happen after defining IIE for Pitzer.

### 2. Identifying Assessment Methods:

- a. **Identify and/or create rubrics.** Currently there is no assessment criteria/rubric to be used in the assessment of IIE. When combined with a lack of specified learning outcomes, it is difficult to determine how students are doing, which was evident in the little observable data found during this evaluation. For this assessment, the AAC&U VALUE Rubrics – Integrative Learning and Intercultural Knowledge and Competence were used as they matched most closely with the IIE requirements and brief description. However, the rubrics were not created specifically for IIE, and as such, are limited. Once learning outcomes are created, this should be created second.
- b. **Determine what should be used in assessment.** Right now, the only signature assignment for assessing IIE is the IIE rationale. However, this may not be the best choice as it is limited by a lack of guidance and supervision. Hence, it should be determined if the IIE rationale will be kept in its current format, revised, or replaced with a signature assignment embedded within IIE courses.
- c. **Establish quantity requirements.** The findings indicated that when there was more to assess, particularly from the IIE rationales, students tended to have more available for scoring, which allowed them to be scored higher. Although this may appear to limit academic freedom, it does not. A minimum requirement just means that there is more to be assessed.

### 3. Identify Courses:

- a. **Create course criteria.** As of right now, there are no specific IIE courses. Students are currently allowed to select whichever courses they feel can be classified as IIE. However, this makes it difficult to match course criteria to institutional objectives. Specific criteria for IIE courses should be created that match expected student learning outcomes.
- b. **Create course selection plan.** Once IIE course criteria are established, there needs to be a way to approve and monitor the course approval/selection process. This step can be taken up by either Academic Planning Committee or Curriculum Committee, but there should be oversight in what is classified as an IIE course and not be left solely to student selection and approval.
- c. **Pitzer or not Pitzer.** Although we are a part of the consortium, there is currently no indication in the IIE requirements how many of the courses taken must be from Pitzer. One suggestion would be to formalize this and determine how many, if any of the IIE courses, can be taken outside of Pitzer.

### References

Bennett, J. M. (2008). Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.

Deardorff, D.K. (2006). The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3): 241-266.

Huber, M. T, Hutchings, P., Gale, R., Miller, R. & Breen, M. (2007). Leading initiatives for integrative learning. *Liberal Education*, (Spring).

**Appendix A: AAC&U Intercultural Knowledge and Competence VALUE Rubric****INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC**

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

**Definition**

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

**Framing Language**

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethno relativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

### Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture. • Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

# INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



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*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

**Appendix B: AAC&U Integrative Learning VALUE Rubric****INTEGRATIVE LEARNING VALUE RUBRIC***for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

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**Definition**

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

**Framing Language**

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self-assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.



Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self-reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

### Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- ⑩ Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- ⑩ Content: The information conveyed in the work samples or collections of work.
- ⑩ Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- ⑩ Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- ⑩ Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- ⑩ Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the eportfolio.
- ⑩ Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable. ⑩ Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- ⑩ Self-Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.



# INTEGRATIVE LEARNING VALUE RUBRIC

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## Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones 3	2	Benchmark 1
<b>Connections to Experience</b> <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
<b>Connections to Discipline</b> <i>Sees (makes) connections across disciplines, perspectives</i>	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.	Independently connects 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.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
<b>Transfer</b> <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	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.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
<b>Integrated Communication</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
<b>Reflection and Self-Assessment</b> <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

**Appendix C: IIE Courses Selected by Field**

