

Integrative Scholarship Outcome Rubric

Criteria	Advanced 4	Proficient 3	Developing 2	Beginning 1
Connections to experience Connects relevant experiences and academic knowledge	Meaningfully synthesizes connections among experiences outside of the classroom (including life and academic experiences such as internships and travel) to deepen understanding 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, artistic participation, civic involvement, work), to illuminate concepts/ theories/ frameworks 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 academic knowledge to show what is similar and/or different from their own.
Connections to discipline Sees and makes connections across disciplines/perspectives	Independently 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.
Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations	Independently adapts /applies skills, abilities, theories, or methodologies to new situations to solve problems or explore complex issues in new 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.	In basic ways, uses skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrative Communication Demonstrates awareness that the form of communication impacts the content and should be chosen with intention	Fulfills the assignment(s) by choosing a format, language, or visual representation that enhances meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or visual representation to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or 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.
Reflection and Self-Assessment 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)	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 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.

Rubric Development Process

The Integrative Scholarship Rubric was adapted from the Association of American Colleges and Universities (AAC&U) Integrative Learning VALUE Rubric. After the First-Year Seminar FYS 2CGSW courses first ran in Spring 2017, an assessment was conducted and the rubric was slightly revised at that time to address the issues that arose when faculty applied the rubric.