

Rollins College Integrative Learning Rubric
Modified from AAC&U Integrative Learning VALUE Rubric

AAC&U 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 to 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.

The Rollins Integrative Learning Rubric was designed by a team of faculty in Summer 2021 to align with the College's new Integrative Learning reflection prompts, to be completed in 100- and 300-level Rollins Foundations in the Liberal Arts (rFLA) courses. Because integrative learning is about making connections, the rFLA 100 prompt intentionally guides students to make connections between their courses and apply them to the Rollins mission. Then, after the students have moved through the developmental curriculum and taken courses from a range of different disciplinary perspectives, the rFLA 300 prompt asks them to consider their own perspectives on meaningful lives, productive careers, and the value of the liberal arts.

Integrative Learning Prompts

100 level

The rFLA program's goal is to support Rollins' mission to educate students through the liberal arts for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers.

Construct a 500-word reflection essay about how your RCC experience and your current rFLA 100 class have shaped the way you think about the liberal arts and what it means to have a meaningful life and productive career. Please be as specific as possible, using specific assignments, experiences, etc., to support your 500-word response.

300 level

The rFLA program's goal is to support Rollins' mission to educate students through the liberal arts for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers.

Construct a 500-word reflection essay about how your experiences in your rFLA courses have prepared you for a meaningful life and productive career. Where in your courses did you find surprising connections or divergent paths? Please be as specific as possible, using specific classes, assignments, experiences, etc., to support your response. Consider your rFLA 100 response and how it aligns with your current views of your liberal arts education.

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Connections among Courses <i>Develops connections among rFLA courses across multiple divisions of the liberal arts</i>	Identifies connections across multiple rFLA courses, analyzing and synthesizing different disciplinary perspectives within course themes, methodologies, or concepts.	Identifies connections among three or more rFLA courses and compares different disciplinary perspectives within their themes, methodologies, or concepts.	Identifies connections between two rFLA courses and begins to acknowledge themes, methodologies, or concepts within them.	Identifies a connection between two rFLA courses.
Connections between Assignments and Learning	Describes and clearly articulates the role of multiple specific rFLA assignments and/or experiences in acquiring knowledge, skills, and insights.	Describes and connects three or more specific rFLA assignments and/or experiences to acquiring knowledge, skills, and insights.	Describes and makes basic connections between two specific rFLA assignments and/or experiences and the acquisition of knowledge, skills, or insights.	Describes at least two specific rFLA assignments and/or experiences.
Connections to Mission <i>Applies coursework in preparation for a meaningful life and productive career</i>	Identifies and clearly articulates the potential application of multiple rFLA courses to a meaningful life and productive career.	Identifies and begins to develop the potential application of three or more rFLA courses to a meaningful life or productive career.	Identifies the potential application of two rFLA courses to a meaningful life or productive career.	Identifies a potential application of an rFLA course to a meaningful life or productive career.
Reflection and Growth <i>Demonstrates a developing sense of self as a learner and reflects on own evolving perspective as a student of the liberal arts</i>	Describes how an rFLA course and/or experience shaped own perspective and clearly articulates own perspective on liberal arts, comparing it to previous reflections on rFLA courses; illustrates any evolution in perspective with specific examples.	Describes how an rFLA course shaped own perspective and compares current perspective on liberal arts to previous reflections on rFLA courses.	Describes how an rFLA course shaped own perspective and demonstrates a basic understanding of the value of the liberal arts or rFLA curriculum.	Describes how an rFLA course shaped own perspective.

Glossary

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

Experience: Learning that takes place in or out of the classroom, such as class discussion or debate, community engagement, co-curricular events, Foundations Summit, group work, etc.

Insights: Ways of synthesizing information beyond foundational knowledge gained

Knowledge: Disciplinary learning; learning from academic study; texts, etc.

Methodologies: Ways of collecting and analyzing information

Own Perspective: Student articulation of their thinking on a particular issue or problem

Own Perspective on Liberal Arts: Student articulation of their thinking about the role or value of the Liberal Arts

Reflection: A meta-cognitive act of examining own performance to explore its significance and consequences

rFLA courses: All courses and events connected to the rFLA program, including Foundations seminars (rFLA 100, 200, 300), RCC 100, and competency courses.

Skills: Ways of doing; technical competency in a discipline gained through study and practice

Instructions

- Pay careful attention to the language of the rubric (particularly the use of “and”/”or”).
- The same line in the response can be used to satisfy more than one rubric criteria (e.g., a student’s discussion of assignments in multiple courses can be applied to both “connections among courses” and “connections between assignments and learning”).
- Students must meet each Benchmark or Milestone before advancing to a higher category. For example, a student cannot meet Milestone 2 in a category unless they have also met Benchmark 1.
- Evaluators are encouraged to assign a zero to any assignment that does not meet benchmark level performance.