

Description of I/M GE Cluster:

The Inter/Multidisciplinary Cluster provides students an opportunity to explore an area of interest from an inter- or multi-disciplinary focus: four related courses outside the student’s designated degree program or major. At least two courses in the cluster must be upper division. The area may have some interdisciplinary connection to the major (the “Inter” part of this category) or it may be a separate, second area of interest (providing for study of more than one disciplinary area—the “Multi” part). In either case, the effect is breadth of learning as well as depth of knowledge. Because the goal is to integrate and enrich learning beyond the major program, courses/credits in this area may not be shared between GE and the major program.

Student Learning Outcome:

Student will integrate and apply breadth of learning and depth of knowledge gained through the I/M Cluster or minor experience to enrich personal or professional goals.

Student’s Name: _____

Faculty Interviewer: _____
(print)

Date of interview: _____

Questions for Student:

Foundational Survey Questions:

1. What is your major? _____
2. Which I/M Cluster or minor did you take? _____

Category One: Intentionality

Measurement objective: How intentional were the student’s choices of minor or I/M cluster and the courses taken within?

1. Why did you choose your I/M Cluster or minor?

Rubric criteria for scoring:

- 4 = thoughtful and intelligent selection of minor or I/M cluster centered around a central theme/area of professional or personal interest; plan carried out deliberately and effectively with no variation
- 3 = same as above, but plan slightly compromised by outside factors, like scheduling of classes, convenience, work schedule, etc., or slight misunderstanding of course content, etc.; may have changed from one cluster or minor to another, but reasons based on changing personal or professional interests, not on convenience or circumstantial pressures to graduate
- 2 = some intentionality; plans or interests often unfulfilled due to any number of factors; changed minor/cluster more than once
- 1 = very little intentionality; minor or cluster courses taken out of necessity and convenience; quickest, easiest path to graduation selected over personal or professional edification

2. **a. If you selected a minor, what guided your selection of courses for the minor, if there were choices?**
OR
b. If you selected the I/M Cluster, what guided your selection of courses?

Rubric criteria for scoring:

- 4 = thoughtful and intelligent design of coursework centered around a central theme of interest within the cluster or minor; plan carried out effectively
- 3 = same as above, but plan slightly compromised by outside factors, like scheduling of classes, convenience, work schedule, etc., or slight misunderstanding of course content, etc.
- 2 = a weak design; unfulfilled overall due to any number of factors;
- 1 = no intentionality or design; minor or cluster courses taken out of necessity and convenience
- 0 = few or no choices available (applies to some minors, only)

Category Two: Integration

Measurement objective: How well can the student make connections between the courses that were taken?

Questions for Student:

1. **Other than the title of the minor or I/M Cluster, what connections did you see between the courses you took for the minor or I/M Cluster?**

Rubric criteria for scoring:

- 4 = student offers insightful reflection and observations about the connections between the courses selected; seems to have given course interconnectivity a lot of previous thought
- 3 = student able to offer some insightful reflection and observations, but some superficial or frivolous; seems to have given course interconnectivity some previous thought
- 2 = student only able to make a few, very superficial connections between courses; seems to have given course interconnectivity very little previous thought
- 1 = student not aware or able to find any connections; very little previous thought given to course interconnectivity

Category Three: Outcomes

Measurement objective: What is the student's perceived value of the Minor or I/M Cluster?

Questions for Student:

1. **Did you intend for your minor or I/M Cluster to support your major in some way?**

Rubric criteria for scoring:

- YES: Student took I/M Cluster or Minor with intent to support major in some way.
- NO: Student did not intend or desire for I/M Cluster or Minor to support major.

2. **How did you use the knowledge from your minor or I/M Cluster toward your major?**

Rubric criteria for scoring:

- 4 = Student expresses clear, thoughtful ways in which I/M Cluster or minor directly benefited work in the major
- 3 = Student has some insights on how the I/M Cluster or minor benefited work in the major, but the benefits didn't always work out as planned or originally intended
- 2 = Student has a few insights on how the I/M Cluster or minor benefited work in the major; but in the end, the connections were only superficial and only marginally or indirectly beneficial at best
- 1 = In the end, plans didn't materialize or manifest themselves in the major.

3. **What effect did your minor or I/M Cluster have on your overall learning?**

Rubric criteria for scoring:

- 4 = Student expresses clear, thoughtful ways in which directly benefitted work in other areas at Chapman (or alternately: s/he benefited from I/M Cluster or minor)
- 3 = Student has some insights on how the I/M Cluster or minor benefitted work other areas, but benefits didn't always work out as planned or originally intended
- 2 = Student has a few insights on how the I/M Cluster or minor benefitted work in other areas; but in the end, the connections were only superficial and only marginally or indirectly beneficial at best
- 1 = Student did not intend, or not able to see any connection or benefit of minor or I/M Cluster to work in other areas.

4. **As you look to your life beyond undergraduate studies at Chapman, do you have any sense of how your minor or I/M Cluster may be helpful? If so, how?**

Rubric criteria for scoring:

- 4 = Student has strong personal or clear, realistic and thoughtful goals and expectations for applying skills developed in Minor or I/M Cluster in the future
- 3 = Student has some good ideas on how to use what was learned, but not sure how it will work
- 2 = Some thought given to the use of minor or cluster in the future, but experience was more just a passing fancy
- 1 = No plans to use minor in the future, not much thought given to it at all

5. **Is there anything else you'd like to add about your I/M Cluster or minor experience that we haven't covered here?**