

# PCC General Education: Integrative Learning

Discipline Studies Area: Arts and Letters

Outcome and Rubric, Version 2.0

## Outcome Statement

Students completing an associate degree at PCC will be able to:

Reflect on one's work or competencies to make connections between course content and lived experience.

## Rubric Description

Integrative Learning encompasses four dimensions, aligned with the [Associate of Arts Oregon Transfer \(AAOT\) degree outcomes and criteria](#) for Arts and Letters.

As a result of taking a General Education Arts and Letters course, a student should be able to:

1. **Practices and Standards** - Communicate the practices and standards associated with a particular discipline, course or field. Disciplinary examples include: logically structured arguments, supporting premises with conclusions, demonstrating functional understanding of register (i.e., levels of formality), articulating relationships between form and content, such as the quality of a technique and its ability to create an effect on the viewer. This dimension addresses the AAOT Arts & Letters Criteria #1, 3.
2. **Self-Assessment** - Reflect upon their competencies in comparison to discipline, course or field practices and standards, as communicated in Dimension 1: Practices and Standards. This dimension addresses the AAOT Arts & Letters Criteria #1, 3, 5A.
3. **Contextual Awareness** - Situate their work or competencies with respect to a larger context, such as audience, medium, communities, history or culture. This dimension expects students to connect their own work to the outside world. This dimension addresses AAOT Arts & Letters Criteria #2, 3, 4, 5B, 5C.
4. **Connections to Experience** - Reflect on the relationship between course content and lived experience. Lived experience may include personal points of view, values, choices, behavior, or possible future endeavors. This dimension expects students to connect the course content to their personal lives. This dimension addresses AAOT Arts & Letters Criteria #1, 2, 3, 4, 5A, 5B, 5C.

Assignments for Integrative Learning assessment are written essays designed to elicit student reflections on their learning. Faculty may integrate portfolios in order to include the reflective essay with student work (e.g., philosophical argument, musical composition, recorded performance, poem, painting, written essay in the language appropriate to the discipline, etc.). Assignments may ask students to reflect on their learning from one assignment or from a larger set of work.

# Rubric

Assignments for General Education assessment must include the following dimensions:

Dimensions	Levels of Achievement			
	4: Advanced	3: Proficient	2: Developing *PCC benchmark	1: Emerging
1. Practices and Standards	<b>Synthesizes</b> practices or standards of the course, discipline or field.	<b>Analyzes</b> practices or standards of the course, discipline or field.	<b>Describes</b> practices or standards of the course, discipline or field.	<b>Identifies</b> practices or standards of the course, discipline or field.
2. Self-Assessment	Based on what was included in response to Dimension 1, <b>synthesizes</b> one's own competencies in relation to practices or standards appropriate to the course, discipline or field.	Based on what was included in response to Dimension 1, <b>analyzes</b> one's own competencies in relation to practices or standards appropriate to the course, discipline or field.	Based on what was included in response to Dimension 1, <b>describes</b> one's own competencies in relation to practices or standards appropriate to the course, discipline or field.	<b>Identifies</b> one's own competencies without relating to practices or standards appropriate to the course, discipline or field.
3. Contextual Awareness	<b>Synthesizes</b> the relationship between one's own competencies or work in the course and a larger context.	<b>Analyzes</b> the relationship between one's own competencies or work and a larger context.	<b>Describes</b> the relationship between one's own competencies or work and a larger context.	<b>Identifies</b> the relationship between one's own competencies or work and a larger context.
4. Connections to Experience	<b>Synthesizes</b> the relationship between course content and lived experience.	<b>Analyzes</b> the relationship between course content and lived experience.	<b>Describes</b> the relationship between course content and lived experience.	<b>Identifies</b> the relationship between course content and lived experience.

Performance descriptors are based on Bloom's Taxonomy, a model of cognitive processes that describe skills and abilities on a continuum of educational outcomes. Definitions from [Fresno State University](#).

- **Synthesize (Level 5-Synthesis)** - Student originates, integrates, and combines ideas into a product, plan or proposal that is new to them.
- **Analyze (Level 4-Analysis)** - Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.
- **Describe (Level 2-Comprehension)** - Student translates, comprehends, or interprets information based on prior learning
- **Identify (Level 1-Knowledge)** - Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.