

PCC General Education: Social Inquiry and Analysis

Discipline Studies Area: Social Sciences

Outcome and Rubric, Version 2.5

Outcome Statement

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

Apply methods of inquiry and analysis to examine social contexts and the diversity of human thought and experience.

Rubric Description

Social Inquiry and Analysis encompasses four dimensions, aligned with the [Associate of Arts Oregon Transfer \(AAOT\) degree outcomes and criteria](#) for Social Science.

As a result of taking a General Education Social Science course, a student should be able to:

1. **Social Context** - Consider the “bigger picture” as relevant to the topic at hand. This dimension focuses on social context by highlighting interconnections between individuals and social institutions, such as politics, law, economics, media, health, religion, family or education. Social context may also address individual experiences within social, cultural, spatial or economic systems. This dimension addresses the AAOT Social Science Criterion #1.
2. **Methods of Inquiry** - Apply social science methods of inquiry and analysis. This dimension may involve graphical or mathematical modeling, field research, case study or comparative analysis, experimental design, analysis of primary or secondary sources, or statistical, spatial or textual analysis. It may call for collecting or analyzing data, using ethical reasoning, or developing a research proposal or paper or writing a theoretical essay. This dimension addresses the AAOT Social Sciences Criteria #2 and #5.
3. **Information Literacy** - Use information effectively in their application of methods of inquiry. This dimension focuses on how social scientists use information to support ideas when conducting inquiry and analysis. Source information will vary and may include, for example, research articles or data, books, podcasts or films. This dimension addresses the AAOT Social Sciences Criterion #3.
4. **Diversity** - Consider differences in human thought and experience. Diversity, broadly defined, involves comparative analysis across multiple perspectives or experiences. For example, it may include comparing/contrasting theoretical frameworks or competing ethical perspectives or comparing/contrasting experiences across race, sex, gender, social class, sexuality, age, religion, or ability. It may focus on how resources (or power) are allocated, evolutionary processes, or the impact of globalization. This dimension addresses the AAOT Social Sciences Criterion #4.

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. Social Context	Synthesizes interconnections between individuals and social institutions or individual experiences within social, cultural or economic systems.	Analyzes interconnections between individuals and social institutions or individual experiences within social, cultural or economic systems.	Describes interconnections between individuals and social institutions or individual experiences within social, cultural or economic systems.	Identifies interconnections between individuals and social institutions or individual experiences within social, cultural or economic systems.
2. Methods of Inquiry	Thoroughly integrates social science methods of inquiry.	Develops substantial application of social science methods of inquiry.	Demonstrates basic application of social science methods of inquiry.	Minimally draws on social science methods of inquiry.
3. Information Literacy	Synthesizes information to support ideas in social science methods of inquiry.	Analyzes information to support ideas in social science methods of inquiry.	Describes information to support ideas in social science methods of inquiry.	Identifies information to support ideas in social science methods of inquiry.
4. Diversity	Evaluates the diversity of human thought and experience through comparative analysis.	Analyzes the diversity of human thought and experience through comparative analysis.	Describes the diversity of human thought and experience through comparative analysis.	Identifies the diversity of human thought and experience through comparative analysis.

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](#).

- **Evaluate (Level 6-Evaluation)** - Student appraises, assesses, or critiques on a basis of specific standards and criteria.
- **Synthesize, Develop, Integrate (Level 5-Synthesis)** - Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.
- **Explain or Analyze (Level 4-Analysis)** - Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.
- **Use or Apply (Level 3-Application)** - Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.
- **Describe or Demonstrate (Level 2-Comprehension/Understand)** - Student translates, comprehends, or interprets information based on prior learning
- **Identify or Draw on (Level 1-Knowledge/Remember)** - Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.