D1. Integrate and Apply General Education Rubric

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 with and beyond the campus. -Adopted from the Association of American Colleges and Universities.

Framing Language

The *Integrate and Apply* Learning Outcome reflects a student's ability to purposefully draw upon, connect, and apply knowledge, skills, and experiences gained through general education and beyond. It emphasizes the transfer of learning across different contexts, the integration of disciplinary and co-curricular experiences, and the development of reflective insight and self-awareness.

This rubric is designed to assess students' capacity to apply skills, abilities, and methodologies to address problems or questions in new or complex contexts. It evaluates how well students make meaningful connections between academic and experiential learning, or cross disciplines and perspectives. The rubric also measures students' ability to synthesize learning in a culminating product or performance that demonstrates depth, coherence, and relevance. Additionally, it supports the assessment of students' critical reflection on their development as learners, including their ability to identify strengths, challenges, and areas of growth over time and across diverse settings.

Structure and Use:
To provide comprehensive evidence of integrative learning, students must demonstrate achievements in **Elements 1 and 2,** and select **either Element 3 or 4** based on the nature of the assignment or learning experience. The rubric supports assessment of students' intentional use of prior knowledge and competencies, their capacity to connect diverse forms of learning, and their ability to reflect on their growth.

Fostering students' integrative abilities is a central goal of general education. As learners progress, they should increasingly demonstrate the ability to transfer and apply knowledge and skills to new challenges and unfamiliar contexts. They are expected

to connect classroom learning to experiences beyond the classroom, engage in interdisciplinary thinking and practice, and reflect on their learning in order to identify progress, recognize gaps, and determine next steps for continued growth.

Examples of Demonstrated Competency May Include:

- Applying problem-solving or communication skills developed in one context to a new domain.
- Integrating learning from multiple disciplines in a research, creative, or professional product.
- Demonstrating growth and insight through structured reflection across academic and co-curricular experiences.

Glossary – The definitions that follow were developed to clarify terms and concepts used in this rubric only.
Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.

Application: The use of knowledge, skills, or methodologies in new, complex, or unfamiliar contexts. Application involves adapting prior learning to address real-world issues or problems.

Competencies: The combination of knowledge, skills, abilities, behaviors, and attitudes that students develop through academic and experiential learning and can demonstrate in performance or practice.

Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.)

Culminating Product: A final or summative demonstration of integrated learning, such as a portfolio, capstone project, presentation, performance, or creative work. It shows coherence, synthesis, and application of learning from multiple areas.

Experience: Learning that takes place in a setting outside of the classroom, such as workplace, service-learning site, travel abroad, internship site, etc.

Integration: The process of connecting and combining learning from multiple sources – such as courses, experiences, and disciplines – into a coherent whole. It demonstrates an ability to see relationships across knowledge areas and apply them in meaningful ways.

Interdisciplinary Thinking: The ability to synthesize knowledge, methods, or perspectives from more than one discipline in order to address a question, problem, or theme. It reflects flexible and creative thinking across traditional academic boundaries.

Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.). Performance is observable.

Product: The external frameworks in which information and evidence are created, ranging from choices for particular work sample or collection of works (such as a research paper, reflective commentary, PowerPoint, video recording, etc.).

Reflection: A meta-cognitive act of examining a performance or experience in order to explore its significance and consequences.

Self-Assessment: Describing, interpreting, and judging a performance on stated implied expectations followed by planning or further learning.

Synthesis: The process of combining ideas, skills, knowledge, and experiences from diverse sources or disciplines to form a new, coherent, and informed understanding. Synthesis goes beyond summarizing to create original insights, solutions, or perspectives.

Transfer of Learning: The ability to adapt and apply previously learning knowledge or skills to new situations, problems, or environments. It demonstrates flexible thinking and the ability to use learning in varied contexts.

Integrate and Apply General Education Rubric

- Full Coverage Only: Elements 1 and 2 are required, and select either Element 3 or 4

Element	Competent	Approaches Competency	Beginning Competency
1. Connects Knowledge *Makes connections between experience and academic knowledge* ***-- OR --*** *Makes connections across disciplines/perspectives*	*Experience:* Integrates experiences outside the classroom with academic knowledge in a thoughtful, analytical, and reflective manner, demonstrating insight into how one informs the other.	*Experience:* Demonstrates relevant connections between experiences outside the classroom and academic knowledge; shows some insight into how one informs the other.	*Experience:* Presents limited or no connections between experiences outside the classroom and academic knowledge.
	Disciplines/perspectives: Integrates connections across disciplines or perspectives in a thoughtful, analytical, and reflective manner.	*Disciplines/perspectives:* Demonstrates relevant connections across disciplines or connections	*Disciplines/perspectives:* Presents limited or no connections across disciplines or perspectives.
2. Transfers Skills/Competencies *Adapts and applies skills, abilities, competencies, methodologies, etc. to address issues or problems.*	Integrates relevant skills, abilities methodologies, etc., across varied situations; demonstrates intentional transfer of past skills and competencies to address issues or problems.	Applies relevant skills, abilities, methodologies, etc., within new contexts; shows awareness of how past skills and competencies can address current issues or problems.	Demonstrates emerging use of relevant skills, abilities, methodologies, etc., within new contexts; shows developing awareness of how past skills and competencies can address current issues or problems.

3. Integrates Knowledge and Competencies in a Culminating Project*	Effectively integrates knowledge and competencies from diverse areas. Connects learning in a cohesive way and applies it appropriately and insightfully to complex problems or new contexts.	Shows some integration of knowledge and competencies from different areas; connects are emerging but may lack depth or coherence. Applies learning to problems or new contexts with partial relevance or effectiveness.	Demonstrates limited integration of knowledge and competencies; connections across disciplines or experiences are minimal or unclear. Application to problems or new contexts is incomplete, general, or lacks relevance.
4. Self-Assesses Through Reflection	Thoughtfully self-assesses across multiple learning experiences or skill areas. Analyzes strengths and challenges with clear, specific, and meaningful reflection that demonstrates insight into self-awareness.	Describes some strengths and challenges based on learning experiences. Reflection shows emerging awareness but may be general, uneven, or lack depth.	Offers minimal or vague reflection on learning experiences. Identifies few strengths or challenges, with little evidence of analysis or personal insight.

*Project is defined broadly to include products, processes, and performances in a wide sense.