



# INTEGRATIVE LEARNING COMPETENCY

*Adapted from AAC&U VALUE Rubrics*

LaGuardia's General Education Assessment (Gen Ed) rubrics have been developed and modified by college faculty and academic staff to define the foundational dimensions for each learning competency and communication ability, with performance measures that represent progress in each area students are expected to demonstrate across the first two years of college. The Gen Ed rubrics support institutional use in assessing and discussing student learning and are not intended for grading student performance or teaching.

## Definition

Integrative learning prompts the student to make and reflect upon connections among ideas and experiences, such as across courses, over time, or between campus and community life, with the goal of synthesizing and transferring learning to new situations within and beyond the College.

- **Connections to Disciplines:** Students identify and synthesize connections across perspectives, fields of study, or disciplines.
- **Connections to Experience:** Students identify and synthesize connections across relevant learning experiences, including personal, co-curricular, and academic.

## Framing Language

This rubric is designed for use across disciplines and focuses on supporting students' ability to synthesize their experiences inside and outside the classroom, making connections between theory and practice. For the purposes of this rubric, artifacts must demonstrate a connection to disciplinary fields and/or experiences. Because integrative learning involves making connections, it can surface in reflective work, self-assessment, or assignments that foster learning between courses and life experiences, co-curricular activities, or the workplace.

The following definitions seek to clarify terms and concepts as used in this rubric:

- **Contexts:** Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- **Co-curricular:** A parallel component of the academic curriculum in addition to the formal classroom, such as industry panels, community engagement, student clubs or organizations, etc.
- **Reflection:** A meta-cognitive act of examining a learning experience to explore its significance and consequences.
- **Self-Assessment:** Examining one's skills, knowledge, and/or growth to guide plans for further learning.

## INTEGRATIVE LEARNING COMPETENCY

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
<p><b>Connections to Disciplines</b> <i>Identifies and synthesizes connections across perspectives, fields of study, or disciplines</i></p> <p style="text-align: center;"><b>And/or</b></p> <p><b>Connections to Experience</b> <i>Identifies and synthesizes connections across relevant learning experiences, including personal, co-curricular, and academic</i></p>	<p>Synthesizes comparisons of examples or information from multiple perspectives, disciplines, or fields of study to draw conclusions</p> <p style="text-align: center;"><b>And/or</b></p> <p>Synthesizes comparisons among multiple learning experiences inside and outside the classroom to deepen understanding and broaden point of view</p>	<p>Compares examples or information from more than one perspective, discipline, or field of study and draws conclusions based on these comparisons</p> <p style="text-align: center;"><b>And/or</b></p> <p>Compares relationships between personal or co-curricular experiences and academic content to deepen understanding</p>	<p>Connects examples or information from more than one perspective, discipline, or field of study</p> <p style="text-align: center;"><b>And/or</b></p> <p>Connects examples of personal or co-curricular experiences to academic content and implies similarities or differences</p>	<p>Provides examples or information from at least one perspective, discipline, or field of study</p> <p style="text-align: center;"><b>And/or</b></p> <p>Provides connections between personal or co-curricular experiences and academic content</p>
<p><b>Application of Learning Across Contexts</b> <i>Applies learning across contexts to demonstrate connections among knowledge, skills, theories and/or methodologies from one experience to another</i></p>	<p>Consistently applies insightful connections among knowledge, skills, theories, or methodologies from one experience to another to draw conclusions</p>	<p>Applies pertinent connections among knowledge, skills, theories, or methodologies from one experience to another</p>	<p>Applies simple connections among knowledge, skills, theories, or methodologies from one experience to another</p>	<p>Applies limited connections among knowledge, skills, theories, or methodologies from one experience to another</p>
<p><b>Reflection and Self-assessment</b> <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts</i></p>	<p>Assesses strengths and challenges; connects current sense of self to past or future selves across multiple contexts to draw conclusions about oneself as a learner</p>	<p>Describes strengths and challenges over time or in different contexts to evaluate oneself as a learner</p>	<p>Describes strengths and challenges within specific contexts to examine oneself as a learner</p>	<p>Describes strengths and challenges in general contexts to demonstrate awareness of oneself as a learner</p>