Look What I Can Do: General Education and Assessment that Is Useful

Terrel L. Rhodes
Vice president, Association of American Colleges and Universities
Wichita State University
November 8, 2013
A degree should...

...provide a broad, well-rounded education that enables discovery of interests and abilities to help students realize their full potential in life.

“I’m thinking that if I realize my full potential, and discover that here, and have a broad range of appreciating who people are and cultures outside my own, then I will be okay. [The] second will come from the first.”

Student, California State University System

...provide students with specific career knowledge and skills to help them realize their full potential in the workforce.

“I worry that if I go through this great diverse education, but I can’t go out and find a decent paying wage at the end of it, then, while I may be a better person for it, I’m still basically [out of luck].”

Student, Oregon University System
What is a Liberal Education?

- **Liberal Education** = A philosophy of learning that empowers & prepares individuals to deal with complexity, diversity, & change.
- Broad knowledge combined w/ in-depth study
- To help students develop a sense of social responsibility, strong & transferable intellectual and practical skills & a demonstrated ability to apply knowledge.

“Knowledge is nothing without imagination”
What is Happening Nationally?
Defining the Degree:
The Degree Qualifications Profile (Lumina Foundation)
<table>
<thead>
<tr>
<th>Knowledge of Human Cultures &amp; the Physical &amp; Natural Worlds</th>
<th>Personal &amp; Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Content &amp; professional skills</td>
<td>• Civic Knowledge &amp; Engagement</td>
</tr>
<tr>
<td><strong>Intellectual and Practical Skills</strong></td>
<td>• Intercultural Knowledge &amp; Competence</td>
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<tr>
<td>• Inquiry &amp; Analysis</td>
<td>• Ethical Reasoning</td>
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<td>• Critical &amp; Creative Thinking</td>
<td>• Foundations &amp; Skills for Lifelong Learning</td>
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<td>• Written &amp; Oral Communication</td>
<td>• Global Learning</td>
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<td>• Quantitative Literacy</td>
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<tr>
<td>• Information Literacy</td>
<td>Integrative &amp; Applied Learning</td>
</tr>
<tr>
<td>• Problem-solving &amp; Teamwork</td>
<td>• Synthesis across general and specialized studies</td>
</tr>
<tr>
<td></td>
<td>• Application of knowledge, skills in new settings</td>
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</table>
What are the necessary skills for the 21st Century?

“My company lives and dies on our ability to innovate and to create the new products and processes that give us an edge in this very competitive global economy. ESCO needs people who have both a command of certain specific skills and robust problem-solving and communication skills.”

Steven Pratt, CEO, ESCO Corp. and Chair of the Oregon Business Council
“The complexity that we’re dealing with today requires us to be re-skilling and re-tooling all the time.”
(Julie Anding, Senior Director of Employee Learning at Harley-Davidson Motor Company, WI)

- Every year, more than 30 million Americans are working in jobs that did not exist in the previous quarter.
- Every year, more than 1/3 of the entire US labor force changes jobs.
- Today's students will have 10-14 jobs by the time they are 38.
- By 2018, 22 million new and replacement jobs will require some college.

Sources: DOL-BLS; Georgetown University Center on Education and the Workforce; AAC&U, *College Learning for the New Global Century* (2007); Lumina Foundation for Education.
Key Findings

- **Innovation is a priority** for employers, and they report that the challenges their employees face today are more complex and require a broader skill set than in the past.

- Employers recognize capacities that cut across majors as critical to a candidate’s potential for career success, and they view these skills as more important than a student’s choice of undergraduate major.

- Employers recognize the importance of a liberal education and the liberal arts. The majority agree that having both field-specific knowledge and skills and a broad range of skills and knowledge is most important for long-term career success.

- Employers endorse education practices that involve students in active, effortful work and the application of skills.

- Employers express interest in e-portfolios and partnerships with colleges to ensure college graduates’ successful transition to the workplace.
Consensus among employers is that innovation, critical thinking, and a broad skill set are important for taking on complex challenges in the workplace.

- **Our company puts a priority on hiring people with the intellectual and interpersonal skills that will help them contribute to innovation in the workplace**: 57% Strongly agree, 95% Somewhat agree
- **Candidates’ demonstrated capacity to think critically, communicate clearly, & solve complex problems is more important than their undergraduate major**: 59% Strongly agree, 93% Somewhat agree
- **Our company is asking employees to take on more responsibilities and to use a broader set of skills than in the past**: 52% Strongly agree, 93% Somewhat agree
- **Innovation is essential to our company/organization’s continued success**: 51% Strongly agree, 92% Somewhat agree
- **The challenges employees face within our company are more complex today than they were in the past**: 50% Strongly agree, 91% Somewhat agree
The majority of employers think that higher education is doing at least a good job in preparing students for success.

Thinking about the economy overall, and not just about your own company or organization, how good a job do you think higher education is doing in preparing graduates to succeed and contribute in this economy?
Two in three employers believe most college graduates have the skills/knowledge to succeed in entry-level positions; they feel fewer graduates have what it takes to advance.

*What proportion of applicants for positions at your company in the past few years possess the full set of skills and knowledge needed for this?*

<table>
<thead>
<tr>
<th>Category</th>
<th>All/most college grads</th>
<th>About half of college grads</th>
<th>Only some/very few college grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success in entry-level positions</td>
<td>67%</td>
<td>23%</td>
<td>10%</td>
</tr>
<tr>
<td>Advancement/promotion</td>
<td>44%</td>
<td>28%</td>
<td>28%</td>
</tr>
</tbody>
</table>
Employers value cross-cutting skills and qualities when hiring.

- **Ethical judgment and integrity**: 76% very important, 96% fairly important
- **Comfortable working with colleagues, customers, and/or clients from diverse cultural backgrounds**: 63% very important, 96% fairly important
- **Demonstrated capacity for professional development and continued new learning**: 61% very important, 94% fairly important
- **Interest in giving back to the communities in which our company is located or those that it serves**: 26% very important, 71% fairly important
- **Knowledge of global cultures, histories, values, religions, and social systems**: 16% very important, 55% fairly important
Employers believe a variety of emerging educational practices have the potential to help graduates succeed.

Expecting students to develop the skills to research questions in their field and develop evidence-based analyses

- 45% Will help a lot
- 83% Will help a fair amount

Students complete significant project before graduation, demonstrating knowledge in major & analytical, problem-solving, communication skills

- 42% Will help a lot
- 79% Will help a fair amount

Students complete internship or community-based field project to connect classroom learning with real-world experiences

- 47% Will help a lot
- 78% Will help a fair amount

Expecting students to develop the skills to conduct research collaboratively with their peers

- 33% Will help a lot
- 74% Will help a fair amount

Students acquire hands-on experience with the methods of science to understand how scientific knowledge is developed

- 39% Will help a lot
- 69% Will help a fair amount

Expecting students to work through ethical issues and debates to form their own judgments about the issues at stake

- 34% Will help a lot
- 66% Will help a fair amount
Employers say that an electronic portfolio of students’ work and knowledge areas would be useful in evaluating candidates for hire.

In addition to a recent college graduate’s résumé and college transcript . . . how useful would it be to see an electronic portfolio of student work that demonstrates accomplishment in key skill and knowledge areas (effective communication, knowledge in their field, evidence-based reasoning, ethical decision-making)?
Employers endorse the concept of a liberal education.

*How important is it for today’s colleges to provide this type of education?*

“This approach to a college education provides both broad knowledge in a variety of areas of study and knowledge in a specific major or field of interest. It also helps students develop a sense of social responsibility, as well as intellectual and practical skills that span all areas of study, such as communication, analytical, and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.”

- **Very important**: 51%
- **Fairly important**: 43%
- **Only somewhat important**: 6%
<table>
<thead>
<tr>
<th>Variety</th>
<th>Rules Based Logic</th>
<th>Pattern Recognition</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer Processing Using Deductive Rules</td>
<td>Computer Processing Using Inductive Rules</td>
<td>Problem is Unscripted and Rules for Solution Cannot be Routinized</td>
</tr>
<tr>
<td>Examples</td>
<td>Calculate Basic Income Taxes</td>
<td>Speech Recognition</td>
<td>Writing a Convincing Legal Brief</td>
</tr>
<tr>
<td></td>
<td>Issuing a Boarding Pass</td>
<td>Predicting a Mortgage Default</td>
<td>Adapting or Developing a New Product or Service</td>
</tr>
<tr>
<td>Computer Role</td>
<td>Execute Tasks, Except in Non-Routine Cases</td>
<td>Support Human Problem Solving</td>
<td>Assist Human Problem Solving</td>
</tr>
</tbody>
</table>

Figure 3: Index of Changing Work Tasks in the U.S. Economy 1960-2009\textsuperscript{21}

- **Index Value: 1960 = 50**

**Index Tasks:**
- Red: Working with New Information
- Blue: Solving Unstructured Problems
- Orange: Routine Manual Tasks
- Yellow: Non-Routine Manual Tasks
- Green: Routine Cognitive Tasks

**Year:**
- 1960
- 1970
- 1980
- 1990
- 2000
- 2006
- 2009

**Legend:**
- Working with New Information (Red)
- Solving Unstructured Problems (Blue)
- Routine Manual Tasks (Orange)
- Non-Routine Manual Tasks (Yellow)
- Routine Cognitive Tasks (Green)
What does a Liberal Education Pay?: Salary by Skill Demand (Quintiles)

Source: Georgetown Center for Education and the Workforce (Anthony Carnavale)
“More big-picture thinking in the professions and more real-world application in the liberal arts and sciences.”

Stephen H. Weiss (1935-2008)
Former Managing Director,
Neuberger Berman LLC

“I don’t know too many jobs that the job is being well-rounded. You know, it’s not like you’re going to work at ‘Well-Rounded, Inc.’ or something.”

Student, University of Wisconsin System
It’s More than the First Job
How do we help students “see” Learning?
High-Impact Practices

★ First-Year Seminars and Experiences
★ Common Intellectual Experiences
★ Learning Communities
★ Writing-Intensive Courses
★ Collaborative Assignments and Projects
★ Undergraduate Research
★ Diversity/Global Learning
★ Service Learning, Community-Based Learning
★ Internships
★ Capstone Courses and Projects
★ ePortfolios
## Why Are They Called “High-Impact” Practices?

### Analyses by NSSE *(Source: Kuh, 2008. “High Impact Practices: What are They, Who has access to them, & Why They Matter.” AAC&U)*
- Connect participation in high impact experiences with positive gains in:
  - Deep Learning
  - Practical Competence
  - Personal and Social Development
  - General Education

- Higher GPA/grades
- Gains in writing, critical thinking, reading, integrative thinking, research skills,
- Higher rate of civic engagement, gains in commitment to social justice, multicultural awareness
- **In addition to...**
  - Increased retention and persistence
  - Ease of college transition
  - Higher rate of graduate school enrollment

### High impact for whom?
What is the cumulative impact of participation in HIPs experiences on learning outcomes?
Average Difference in Learning Outcomes from Participating in HIPs vs Non-participation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Avg Gain</th>
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</thead>
<tbody>
<tr>
<td>Learning Com.</td>
<td>+7.67</td>
</tr>
<tr>
<td>Serv Learn.</td>
<td>+8.47</td>
</tr>
<tr>
<td>Study Abr.</td>
<td>+4.25</td>
</tr>
<tr>
<td>Internship</td>
<td>+5.2</td>
</tr>
<tr>
<td>St/Fac Res</td>
<td>+8.1</td>
</tr>
<tr>
<td>Capstone</td>
<td>+6.1</td>
</tr>
</tbody>
</table>
Impact of Educationally Purposeful Practices on the PROBABILITY OF RETURNING for Second Year of College by Race

Impact of Educationally Purposeful Practices on First Academic Year GPA by Race/Ethnicity

TWO ISSUES WITH HIPs: ACCESS AND QUALITY

% of All Students in High Impact Practices

- LCS (FY): 17%
- SL (FY): 36%
- SL (SR): 46%
- St/Fac.Res(SR): 19%
- SR Cap.: 32%
- Intern.(SR): 53%
- StudyAbr(SR): 14%
High Impact Practices & The Quality Control Issue

“There is growing evidence that – when done well – some programs and activities appear to engage participants at levels that elevate their performance across multiple engagement and desired outcomes measures…” – George Kuh

Significant amount of time on task
Significant engagement with peers, faculty, educational professionals
Frequent feedback
Engagement with difference
Engage higher order thinking skills (analysis, synthesis, evaluation, application)

Source: Alex McCormick, NSSE Director, Center for Postsecondary Research, Indiana University
What do students care about when it comes to high impact practices and learning outcomes?

“Tell me why this is important or at least tell me what your end goal is. ‘When you learn this, you’re going to become [a] better adult because blah-blah-blah-blah.’ Tell me why this matters.”

Student, University of Wisconsin System
ORGANIZING THE VISION:

Using Logic and Evidence to Connect the Pieces & Create a Meaningful Whole
The problem with high impact learning and learning outcomes assessment...
<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td>GERTA</td>
<td>High-impact practices</td>
<td>Signature assignments</td>
<td>Learning Outcomes</td>
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<td>Depts.</td>
<td>Co-curricular opportunities</td>
<td>Reflection papers</td>
<td>Knowledge</td>
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<td>Faculty</td>
<td>Internships</td>
<td>Group projects</td>
<td>Critical Capacities and Skills</td>
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<tr>
<td>Advising</td>
<td>Serv-Learning</td>
<td>Community-based projects</td>
<td>Personal and Social Responsibility</td>
</tr>
<tr>
<td>Stud. Affairs</td>
<td>University Res.</td>
<td>Multimedia</td>
<td>Interconnecting Perspectives</td>
</tr>
<tr>
<td>Alumni Center</td>
<td>Engage in big questions</td>
<td>Art</td>
<td></td>
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<tr>
<td>Career Services</td>
<td>Engagement w/ difference</td>
<td></td>
<td>Expected Changes: short, intermediate, long-term:</td>
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<td>Multi-cultural programs</td>
<td>Feedback</td>
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<td></td>
<td>Engagement of higher order thinking skills</td>
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<td>Resources needed to</td>
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<td>start or keep going:</td>
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<td>Actions needed to</td>
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<td>produce outputs:</td>
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WHAT COUNTS AS GOOD (ENOUGH) EVIDENCE?:
Gathering meaningful, useful, and sustainable assessment
• Balancing Summative and Formative
  – **Summative** = Assessment at the end of a program/year/college career to measure total learning gains
  – **Formative** = Assessment done at intervals within the process

• Balancing Direct and Indirect
  – **Indirect** = Assessment student’s *perceived* learning based on questions asked of them
    • National Surveys: NSSE, CIRP
    • Local Surveys, Course evaluations
    • Focus groups
  – **Direct** = Assessment of student’s *demonstration* of learning based upon student developed artifacts
    • Writing samples, reflections papers, journals,
    • Policy papers, information booklets, non-text products of student work (videos, art projects, tutorials)
    • CLA, VALUE Rubrics, Portfolios
Example of Process

From: Carroll Community College

Flow chart of sequential steps in the request, submission, and scoring of student artifacts for Learning Goal 4: Information and technology literacy.

**Step 1:** All Gen Ed Courses reported as addressing and assessing Info. Tech. Literacy identified as potential courses from which to request artifacts. (54 courses)

**Step 2:** Of courses identified, approx. 20% were randomly selected for sample (10 courses, 36 total sections)

**Step 3:** Within each selected course, 2 students randomly selected by roster # to submit artifacts (74 artifacts)

**Step 4:** Start of semester, department chairs notified of courses in from which artifacts were to be requested. Chairs worked with individual faculty to fulfill request.

**Step 5:** Artifacts submitted to Director of Learning Outcomes for scoring. (66 artifacts)

**Step 6:** Faculty scoring team met at the close of spring semester for a norming session and scoring. (62 artifacts)
The Power of Rubrics as Tools for Both Assessment and High-Impact Learning

- Rubrics to help **guide** students and faculty
- Places individual **faculty judgment** within national shared experience; national benchmarks
- Encourages **students’ best work**, encourages **self-assessment**, and allows for mining of samples for **assessment** purposes
- Allows learning to be seen as **portable**, for **cumulative learning** and assessment, to complement other high-impact practices
- Can **build up** from course level to institutional reporting needs AND down from general to specific program/course context
Campuses Use VALUE Rubrics
INTEGRATIVE LEARNING VALUE RUBRIC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is in position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

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 within and beyond the campus.

Framing Language

Fostering students’ abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unsolicited and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one’s intellectual skills, to contribute in a wide variety of situations, to understand and develop one’s purpose, values and ethics. Developing students’ capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today’s global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in effective work, self-assessment, or creative endeavors of all kinds. Assignments integrating writing foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include actual artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deeper understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-convergence content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self-reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students’ examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

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.
- **Content**: The information conveyed in the work samples or collections of work.
- **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-curricula**: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- **Experience**: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- **Form**: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the portfolio.
- **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 makes learning observable.
- **Reflection**: A metacognitive act of examining a performance in order to explore its significance and consequences.
- **Self-Assessment**: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.
The Anatomy of a VALUE Rubric

**Criteria**

<table>
<thead>
<tr>
<th>Connections to Experience</th>
<th>Levels</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experience and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden one’s points of view.</td>
<td>Performance</td>
<td>Descriptors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections to Discipline (Use multiple examples across disciplines, perspectives)</th>
<th>Levels</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independently creates wholes out of multiple parts (synthesis) or these conclusions by combining examples, facts, or theories from more than one field of study or perspective.</td>
<td>Performance</td>
<td>Descriptors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer</th>
<th>Levels</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations or solves difficult problems or explores complex issues in original ways.</td>
<td>Performance</td>
<td>Descriptors</td>
</tr>
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</table>

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<thead>
<tr>
<th>Integrated Communication</th>
<th>Levels</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that meaningfully make their ideas clear and distinct from others.</td>
<td>Performance</td>
<td>Descriptors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection and Self-Assessment</th>
<th>Levels</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluates changes in own learning outcomes, recognizing contextual factors (e.g., work with ambiguity and risk, dealing with frustration, considers ethical frameworks).</td>
<td>Performance</td>
<td>Descriptors</td>
</tr>
</tbody>
</table>
Building the Evidentiary Base

- University of Kansas –
  - “Interestingly, the patterns that were visible in the VALUE rubric scores were not mirrored in the CLA scores; students in the team-designed and traditional courses performed no differently on the CLA. Students’ performance on the CLA, moreover, was generally unrelated to the VALUE rubric ratings of their coursework, as well as the instructors’ grading of the same coursework. In contrast, the latter two measures were highly correlated, suggesting that the VALUE rubrics capture qualities of critical thinking and writing that fit well with what faculty members VALUE in their students’ work.”
The Assignment
Assignment #2: Creative Thinking Value Rubric

You have been invited to prepare the introduction to our special speaker who will be here in less than 48 hours. The individual originally assigned to prepare the introduction has been called away on a family emergency. Your introduction is to be interesting, entertaining and concise. To help you prepare you have decided to make two ten minute calls to individuals who know the special speaker.

NOTE:
• You are to identify the speaker for the event and why you selected this speaker.
• You are given the option of delivering the Speaker Introduction or if you do not give the address you can select someone who you will coach and prepare through the process to make the presentation engaging and personable.

Assignment Products:
• An abstract - This is the interesting, entertaining, and concise introduction
• Chronicle - A chronicle of your performance including:
• Who you selected as the speaker,
• Which two individuals you call, why and process for engaging and contacting them,
• A reflection on your problem-solving,
• Are you delivering the Speaker Introduction or coaching another, and
• Evaluation of the process

(Idea: another assignment option would be to do a Public Service Announcement)
• Types of Assessment

- Classroom
- Program
- Institutional
Aims/Outcomes Addressed Across the Curriculum

- First to Final Year
- Integrating Liberal and Professional Learning
- Co-Curriculum as Well
- Assessments that Deepen Learning
- Sustained Focus on Underserved Students
Help Students Understand What They Are Expected to Accomplish
Curricular and Pedagogical Innovations – Led by Faculty – Already Are Creating a 21st Century Vision and Practice for Liberal Education

Directly Connected to the Needs and Experiences of Today’s Diverse Students, our Diverse Democracy, and an Interdependent Global Community
Ex. of GE Curriculum Design: University Studies Requirements

Credit Hrs
15
12
12
Total = 45 hrs
The USM Core Curriculum at the University of Southern Maine

PROGRESS TOWARD BACHELOR’S DEGREE

Development of Intellectual Skills and Knowledge

COLLEGE WRITING
CREATIVE EXPRESSION
SOCIO-CULTURAL ANALYSIS
CULTURAL INTERPRETATION
SCIENCE EXPLORATIONS

Diversity Course

Thematic Course Clusters (3 courses) OR a minor

CLUSTER COURSE 1
CLUSTER COURSE 2
CLUSTER COURSE 3

CAPSTONE

Total Credit Hours: min. of 37; 39 if students complete 4-credit College Writing and Quantitative Reasoning courses.

Writing intensive

*Quantitative Reasoning must be completed before taking Science Explorations

College Writing must be completed before Creative Expression, Socio-cultural Analysis, Cultural Interpretation and Science Explorations.
Students must complete 3 of the 4 second-tier courses before taking the Mid-Career Seminar.
We have had our *why's*, *how's*, and *what's* upside-down, focusing too much on *what* should be learned, than on *how*, and often forgetting the *why* altogether.

In a world of nearly infinite information, we must first address *why*, facilitate *how*, and let the *what* generate naturally from there.

Michael Wesch, “From Knowledgeable to Knowledge-able,” Academic Commons, January 2009 (academiccommons.org)
Questions?

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