



Intentional Pathways: Designing Learning Models to Develop Informed, Responsible, Self-Directed Students

Dr. Christine Krueger

Associate Professor of English

Director, University Core of Common Studies

Marquette University

Dr. Bruce Keith

Professor of Sociology

Associate Dean for Academic Affairs

United States Military Academy

Association of American Colleges and Universities

Washington, D.C.

25 January 2008

Where to Begin?

A Concept for Student Development

- *What do college graduates need to know and be able to do in order to navigate an unpredictable future?*
- *How can higher educational institutions demonstrate that their students are actually achieving the kinds of learning necessary for life, work, and citizenship?*
- *How are institutions structured – internally and externally – to build real-world capabilities that empower students to apply their knowledge to complex real-world challenges?*

From: College Learning for the New Global Century, AAC&U 2007

“Collectively, these questions underscore the need for a renewed sense of clear purpose, across the curriculum and co-curriculum.... Purposeful pathways must be built across and within disciplines....”

From: AAC&U 2008 Annual Meeting Website

Framework:

- **Intentional: develop empowered, informed, responsible learners**
- **Practical: structure curriculum intentionally to be integrated, connected, applied, and global**
- **Inclusive: ensure that curriculum is learning-centered, standards-based, and inclusive of diverse perspectives**

From: Greater Expectations, AAC&U, 2002

Institutional Characteristics

Two Schools, Seemingly Distinct....

USMA

- **Mission: to educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, and Country and prepared for a career of professional excellence and service to the Nation as an officer in the United States Army**
- **Public, est. 1802, West Point, NY**
- **4, 400 undergraduates**
- **Teaching-centered**
- **Strong and defensible general education program; strong outcomes assessment plan**

Marquette

- **Mission: to educate the whole person and to educate men and women for others**
- **Catholic, Jesuit, est. 1881, Milwaukee, WI**
- **8,000 undergraduates; 3,000 graduates; 7 colleges**
- **Research Intensive**

How do we prepare students for personal and social responsibility?

Fundamental Elements:

- **Civic Knowledge and engagement—local and global**
- **Intercultural knowledge and competence**
- **Ethical reasoning and action**
- **Foundations and skills for life-long learning**

From: College Learning for the New Global Century, AAC&U 2007

... Two Schools: Common Focus.

Curricular Organization at USMA

Cadet Leader Development System (CLDS)

Embedded in Mission

Grounded in Theory

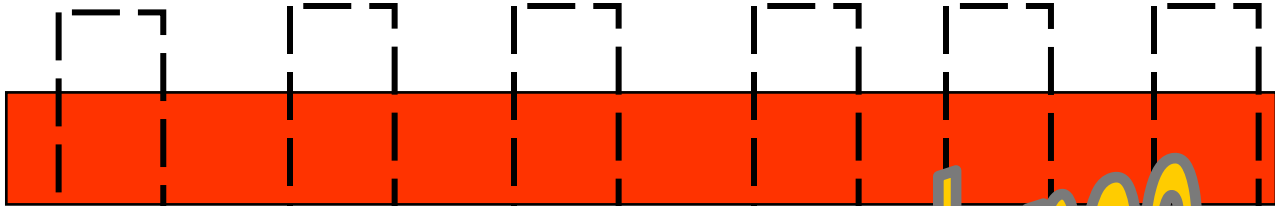
Integrated



Embedded in Mission

Intellectual Military Physical Ethical Social Human Spirit

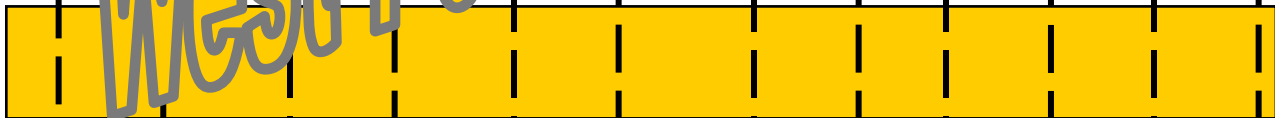
Academic



Military



Physical



West Point Experience

Grounded in Theory

- **Focus on Student Development
(Robert Kegan)**
- **Identity Formation and Acquisition of
Competencies**
- **Shift from Self-Centered to Self-
Authoring**

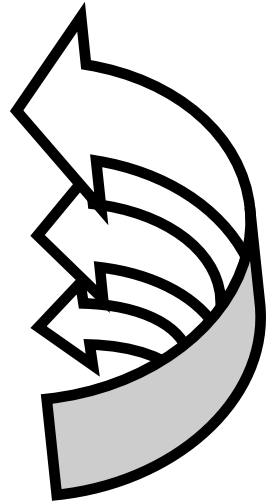
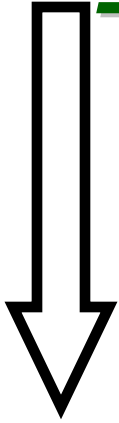
Integrated

-Institutional Mission

-Domain Goals

- Curriculum

-Outcomes Assessment



Graduates anticipate and respond effectively to the uncertainties of a changing technological, social, political, and economic world.

For Purposes of Illustration: Intellectual Domain (one of six)

GOALS:

- Engineering and Technology
- Math and Science
- Information Technology
- Cultural Perspective
- Historical Awareness
- Understanding Human Behavior
- Communication
- Creativity
- Continued Intellectual Development

<http://www.dean.usma.edu/support/aad/EFAOCW.pdf>

Cultural Perspective Goal

Graduates draw from an appreciation of culture to understand in a global context, human behavior, achievements, and ideas..

Graduates who achieve this goal can:

- 1. Analyze contemporary and historical events from different cultural perspectives.*
- 2. Apply understanding of culture wherever stationed or deployed around the world.*
- 3. Understand diversity among people both home and abroad.*
- 4. View the world from the perspective of someone in another culture.*

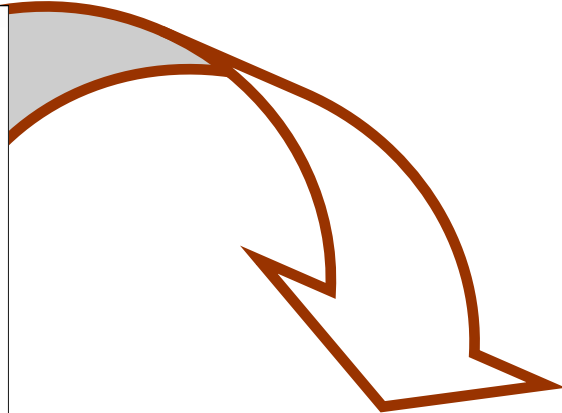
Embedding Course Assessments Throughout the Curriculum

GOAL STATEMENT

Graduates draw from an appreciation of culture to understand in a global context, human behavior, achievements, and ideas.

STANDARD

DEMONSTRATE ABILITY TO: WHAT GRADUATES CAN DO STATEMENTS	Analyze contemporary and historical events from different cultural perspectives.	Apply understanding of culture wherever stationed or deployed around the world.	Understand diversity among people both home and abroad.	View the world from the perspective of someone in another culture.
STANDARD	Analyze and understand the current and past events of a culture under study as well as that culture's distinctive interpretation(s) of those events. Complete this analysis by examining traditional responses to change, delineating the components of that culture, regional variations in cultural diversity/human behavior, and spatial linkages among culture systems.	Analyze and understand cultural landscapes (i.e., political, economic, military, social, cultural and religious systems), their geographic distribution(s), and be cognizant of similarities and differences as they affect decision-making processes.	Analyze and delineate cultural diversity and human behavior in domestic and international scenarios, recognize a range of similarities and differences in common cultural practices illustrate regional dissimilarity in cultural practices and demonstrate how these differences/similarities drive choices in domestic and international relations and military/civilian law.	Analyze current and past events of the culture under study, and be able to view events, issues, and choices in international relations from multiple perspectives. Understand how individuals and cultures pursue social, political, and economic goals.
FOCUS	INTERPRET CONTEMPORARY AND HISTORICAL EVENTS	UNDERSTAND CULTURE	UNDERSTAND DIVERSITY (HOME AND ABROAD)	WORLD VIEW
EMBEDDED INDICATORS	H110X TEE, PL100 TEE, EN302 TEE, EV203 TEE	DFL TEE (T2), SS307 WPR, SS202 WPR, EV203 WPR3, PL300 WPR	SS307 WPR, SS202 WPR, DFL TEE (T2), LW403 WPR, EV203 WPR3, PL300 WPR	H110X 30X TEE, SS307 EN302 TEE, EV203 TEE



CULTURE PERSPECTIVE GOAL MODIFIED ASSESSMENT RUBRIC

		GRADE EQUIVALENT -					
		A STRONGLY AGREE	B-C AGREE	C- NEUTRAL	D DISAGREE	F STRONGLY DISAGREE	-- NOT EVALUATED
NO.	STANDARD	5	4	3	2	1	NE
1	ANALYZE CONTEMPORARY AND HISTORICAL EVENTS						
1a	Identified and analyzed discrete, culture-dependent interpretations of key historical events which have shaped the region's modern culture.						
1b	Identified significant contemporary events and explained their influence on the region's culture systems.						
1c	Cadet examined traditional responses to change by demonstrating the evolution of the culture over time.						
2	UNDERSTAND CULTURE						
2a	Cadet explained the discrete components of the culture systems in the region.						
2b	Cadet related the systems identified in 2a (above) to the region's relative stability.						
2c	Cadet is cognizant of similarities and differences in culture systems and explained how these differences affect decision-making processes.						
3	UNDERSTAND DIVERSITY						
3a	Cadet identified cultural diversity and differences in human behavior in domestic and international scenarios.						
3b	Recognized similarities and differences in cultural practices (at home and abroad) and explained how this leads to unity or fragmentation.						
3c	Illustrated regional dissimilarity in cultural practices and demonstrated how this sets in motion choices in domestic and international relations.						
4	WORLD VIEW						
4a	Cadet linked current and past events of the culture under study and explained how different cultures perceive those events.						
4b	Cadet related multiple perspectives in international relations to the culture under study and its sensitivity to world events.						
4c	Cadet demonstrated how culture is related to an individual or group's pursuit of social, political, and economic goals.						

SUMMARY OF RESULTS: USMA

■ Achievements

- **Intentional: planned, purposeful curricular structure**
- **Assessments (embedded indicators; student and employer feedback) used to inform curricular change**
- **Faculty work process through goal teams**

■ Challenges

- **Establish linkages between classroom content, foreign language, study abroad experience, and regional understanding.**
- **Reinforce students analysis of events from different cultures**
- **Expose students to semester-length immersion experiences.**
- **Reinforce linkages between general education and majors programs.**
- **Student recognition of and involvement with educational experience.**

■ Planning and Improvement

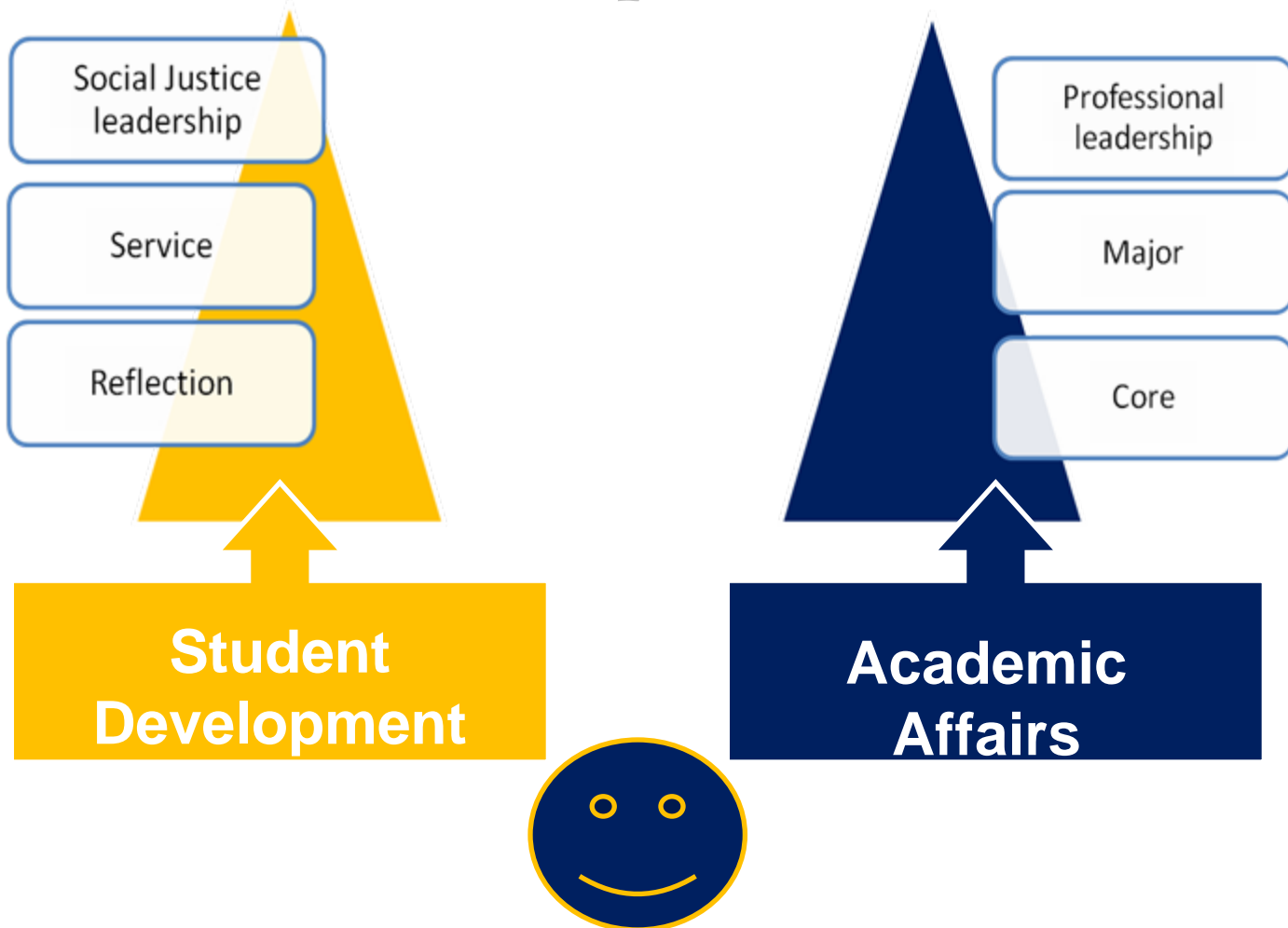
- **Strengthen curricular integration through course sequencing, learning communities, and contextually anchored concepts**
- **Foreign language initiatives: increased time-on-task; reinforcement through majors programs**
- **Expanded summer abroad experience**
- **Participation in AAC&U Consortium (Shared Futures; Core Commitments)**

Intentional pathways to the Marquette Mission

To educate the whole person for service to others



Two distinct pathways converging to educate the whole person to serve others



Intentionally joined pathways: Integrated Institutional Learning

Outcomes



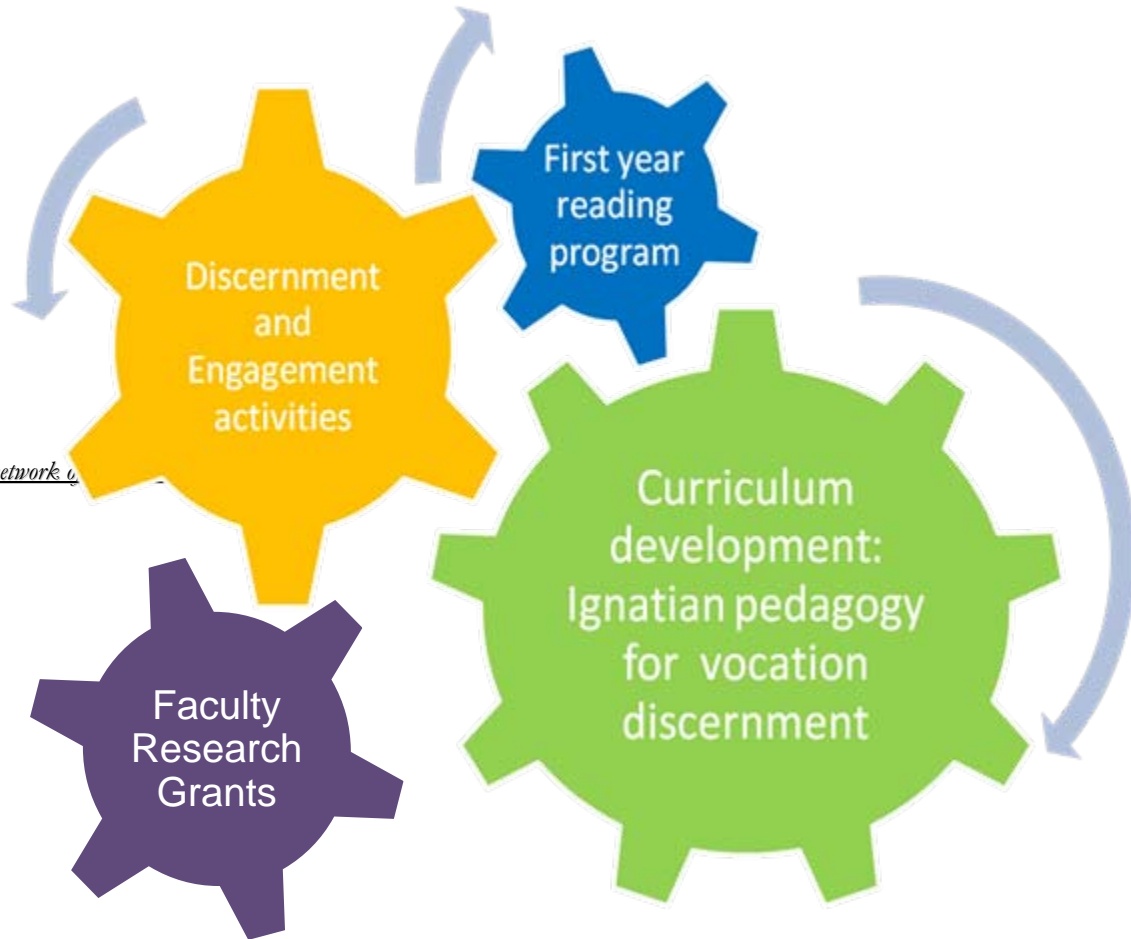
Graduates will be able to pursue the integration of knowledge into a comprehensive, transcendent vision of life

Inclusive Governance:
Students, Faculty, Staff,
Administrators

Manresa Project for Vocation Discernment

Goal: to enable students and faculty to discern their talents as they meet the needs of the world.

Lilly Endowment-funded network.



Shared Futures: Global Learning for Social Responsibility

Who Counts?: Math Across the Curriculum for Global Mission



Global English Literatures

- Shared Futures Core course
- Manresa reflection course
- Who Counts course



PATHWAYS LEARNED

To pursue the integration of knowledge into a transcendent,
comprehensive vision of life

Intentional

- Implementation of integrated pathways through faculty development incentives
- Integrated Student Advising
- Integrated planning: GLOBAL MISSIONS PLANNING COMMITTEE

Practical

- Address student goals/needs
- Address university research priorities –integrating faculty worklives

Inclusive

- Continual “pursuit”—research, teaching, activism
- “comprehensive vision”—personal, local, global

Common Lessons Learned Across Institutional Contexts

- Realization of Institutional Strategic Vision
 - Grounded in Institutional Culture (Values, BUA's)
 - Institutional Mandate/Grassroots Implementation
 - Informed Assessments of Students' Goal Achievement
- Alignment of Organizational Activities and Resources
 - Integration of Course/Program/Institutional Activities with Vision
 - Faculty/Staff/Resource Allocation Models Aligned with Vision
- Faculty and Student Development
 - Sharing the Vision (Educational Initiative)
 - Sharing Intentional Pathways with Students (Recognition)
 - Institutional/Program-Level Working Groups (Incentives)
- Tracking Strategic Vision: Assessing Continuity and Change
 - Internal Alignment (Annual Program Reviews)
 - External Assessments (Accreditation/Army Reviews)

Questions?