VALUE as a Catalyst for Conversation and Change at a Research University

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For sharing on AAC&U website

(Many website links are within.)
Research University Story #1

We need REAL rubrics....
General Education 101 for Coherent Rationale

Student Learning Outcomes
Statements that clearly state the expected knowledge, skills or habits of mind that students are expected to acquire.

Signature Assignment
Elicits and stipulates student learning connected to a desired learning outcome. Designed by the faculty who teach the course.

Rubrics
Assessment tools that describe criteria and levels of achievement for a desired learning outcome.

Revise
Revision to any piece as needed, based on assessment results.

Assess
University assessments show how we are doing.

Courses
Students take courses that connect to the key general education student learning outcome areas.

Blog link
Research University Story #2

“There’s a VALUE rubric for that!”
Backwards Design for General Education

Broad Ideas

Learning Outcomes & Design

Course-embedded Activities

Continuous Improvement

- Why is a general education important?
- “Why do I have to take this course?”

- What knowledge and skills should a generally educated person have?
- How do we articulate the above as specific learning outcomes?
- How do we know the students are learning?

Ex: Debates, reports, experiments, posters, presentations, interviews, essays, exams

- Did students achieve the goals? Where are the trends?
- How can we make incremental changes over time to improve student learning?

Adapted from *Understanding by Design* by Wiggins & McTighe
What do we want our students to know and do regardless of major?

• Develop critical thinking, ethical decision-making, and multiple perspectives
• Integrate learning across disciplines to form global citizens
• Intercultural competency and global awareness
### Phase 2. Learning Outcomes & Design

- What knowledge and skills should a generally educated person have?
- How do we articulate the above as specific learning outcomes?
- How do we know the students are learning?

- **Featured weeks for discussion & vetting of ideas**
- **White paper → Curriculum proposal effective F19 for some areas**

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<thead>
<tr>
<th>“Disciplinary”</th>
<th>“Interdisciplinary”</th>
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<tbody>
<tr>
<td>Social sciences</td>
<td>Science, Technology, Society</td>
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<td>Natural sciences</td>
<td>Humanity’s Grand Challenges</td>
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<td>Building Personal Intelligence</td>
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Phase 3: Course-embedded Activities

Ex: Debates, reports, experiments, posters, presentations, interviews, essays, exams

“Assignment Tuning” & “Design Wrap”

D-3 Project Final Presentations

Tuesday, April 28 (in WSC 310, starting at 9 a.m.)

Each D-3 group will have an approximately 20 minute slot. When your group is not talking, you are listening, filling out evaluation forms, and asking at least one question each.

What you should expect:
A) Your Presentation
   • Each group has 5 minutes to present a prepared presentation on one of the components of the D-3 project. The question prompts for which you have prepared are on the next page. Although there are 7 prompts, each group will only be asked one of them. You will draw randomly from these. Be ready for the presentation day to determine which prompt you’ll receive, and in which order. Thus, you should be prepared to answer any of the 7 prompts.
   • You should prepare a “chalk talk” which means that you can draw on the board to illustrate any schemes, mechanisms, techniques, etc. If you have something that would be very difficult to represent by drawing on the board in real time, then you may prepare some electronic material (PPT, PDF, etc.)
   • You run the project as a group, but your presentation grade will be
Research University Story #3

“Getting rid of a learning outcome is like chipping off a Ten Commandment.”
Continuous Improvement

- Did students achieve the goals? Where are the trends?
- How can we make incremental changes over time to improve student learning?
Links & References

Link for Clemson General Education Revision Blog: 
https://blogs.clemson.edu/undergraduate-studies/

References that were helpful in creating the “Assignment Tuning” and “Design Wrap” faculty development series at Clemson:


References that Clemson faculty found helpful in creating student learning outcomes and rubrics:


• General education and/or core curricula from:
  - Boston University
  - Clemson Center for Career and Professional Development (CCPD)
  - Columbus State University
  - Indiana University East
  - Mellon College of Science; Carnegie Mellon University
  - Purdue University
  - Texas Core Curriculum
  - University of Kentucky
  - University of Maryland
  - Virginia Tech

Additional references that are helpful in planning for curricular change.


