



DARE TO DO MORE

Core Competency and Communication Ability Tip Sheet

A focus on Core Competencies helps *all* of our students achieve higher-order skills and abilities. Outcomes Assessment is also crucial for *faculty* learning – it helps *us* reflect and evolve, becoming more creative and effective in our instruction.

Global Learning

Quick Step Assignment Design

- 1) Consider your program's curriculum map: Where does your course occur in the program curricular sequence? How does course sequence affect your Global Learning assignment?
- 2) Align the dimensions outlined in the Global Learning rubric with your course objectives: How can you align your assignment objectives, grading rubrics, and prompts to these dimensions?
- 3) Scaffold discussion of Global Learning into the assignment design and stages: Provide students with the rubric alongside the assignment and consider guiding questions to accompany the assignment's Global dimensions.

Framing for students

LaGuardia's *Core Competencies and Communication Abilities* focus on the 21st century learning skills you need for a Bachelor's degree, a good job, and life-long learning. Global Learning encourages you to approach the world's challenges and opportunities from multiple perspectives; to engage with issues of diversity, identity, power and privilege; and to communicate well with diverse groups of people. Beyond college, this will empower you to work in diverse global environments, communicate across differences, and navigate a changing world.

Best practices across the disciplines

- Before designing assignments, reflect on the rubric to better understand the dimensions; for a high stakes assignment identified for deposit, each of the dimensions must be addressed in the assignment in some way
- Hosting or participating in assignment workshops in your program and discipline can help you strengthen your assignments
- Consider including explicitly-stated questions about global issues
- Artifacts where students indicate how or why the topic addressed is a global issue tend to be stronger
- While an artifact need not name other countries explicitly, assignments that ask students to contextualize a topic in global issues, e.g. the relationship between education and poverty; what we can learn from the objects represented in painting and sculpture; the consequences of disease in human, animal, or plant populations



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Resources

The Learning Matters Assessment Guide
Your Program Director
The Annual Benchmark Reading Guidelines

Assessment Leadership Team (ALT) Contact

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Integrative Learning

Quick Step Assignment Design

- 1) Consider your program's curriculum map: Where does your course occur in the program curricular sequence? How does course sequence affect your Integrative Learning assignment?
- 2) Align the dimensions outlined in the Integrative Learning rubric with your course objectives: How can you align your assignment objectives, grading rubrics, and prompts to these dimensions?
- 3) Scaffold discussion of Integrative Learning into the assignment design and stages: Provide students with the rubric alongside the assignment and consider guiding questions to accompany the assignment's Integrative dimensions.

Framing for students

LaGuardia's *Core Competencies and Communication Abilities* focus on the 21st century learning skills you need for a Bachelor's degree, a good job, and life-long learning. Integrative Learning is about making connections between ideas, using skills in new contexts, and applying your learning across courses. It will help you to reflect on your own learning, and connect your life, academic, and college activity experiences. Beyond college, it encourages you to develop a strong sense of personal and professional identity.

Best practices across the disciplines

- Before designing assignments, reflect on the rubric to better understand the dimensions; for a high stakes assignment identified for deposit, each of the dimensions must be addressed in the assignment in some way
- Hosting or participating in assignment workshops in your program and discipline can help you strengthen your assignments
- Be creative about incorporating the dimensions from the rubric; consider offering examples in assignment guidelines
- The strongest artifacts currently come from 200-level courses and capstone courses; consider how earlier work could be scaffolded across a semester to demonstrate Integrative Learning
- Students struggle with the "apply learning across diverse contexts" dimension; try providing examples in assignment guidelines to assist with making the connection
- PowerPoints often require more content than typically expected to speak to the dimensions



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- Make sure First Year Seminar writing makes connections with the self-assessment dimension; reflection on learning is vital to identity development
- “About Me” assignments score at the low range: consider how such assignments could be scaffolded to consider personal and professional identity

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Inquiry and Problem Solving

Quick Step Assignment Design

- 1) Consider your program's curriculum map: Where does your course occur in the program curricular sequence? How does course sequence affect your Inquiry and Problem Solving assignment?
- 2) Align the dimensions outlined in the Inquiry and Problem Solving rubric with your course objectives: How can you align your assignment objectives, grading rubrics, and prompts to these dimensions?
- 3) Scaffold discussion of Inquiry and Problem Solving into the assignment design and stages: Provide students with the rubric alongside the assignment and consider guiding questions to accompany the assignment's Inquiry and Problem Solving dimensions.

Framing for students

LaGuardia's *Core Competencies and Communication Abilities* focus on the 21st century learning skills you need for a Bachelor's degree, a good job, and life-long learning. Inquiry and Problem Solving means gathering and weighing evidence to draw conclusions. It teaches you to ask smart questions, and to dig deeper into issues and problems. It will help you better evaluate and synthesize information to solve problems. Beyond college, you'll be able to apply problem-solving skills that employers want and make more effective life decisions.

Best practices across the disciplines

- Before designing assignments, reflect on the rubric to better understand the dimensions; for a high stakes assignment identified for deposit, each of the dimensions must be addressed in the assignment in some way
- Hosting or participating in assignment workshops in your program and discipline can help you strengthen your assignments
- Successful assignments sufficiently frame the question
- Be sure the assignment offers ample scope for student reflection
- Math assignments should include problem-solving and inquiry equally
- Consider structure and boundaries that still allow students to pose their own questions



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- Assignments should create a sense of wonder and curiosity: engage students more in the first dimension
- When writing about the results of an experiment, encourage students to connect the hypothesis and draw conclusions, not just list the findings.

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Written Communication

Quick Step Assignment Design

- 1) Consider your program's curriculum map: Where does your course occur in the program curricular sequence? How does your course sequence affect your Written Communication assignment?
- 2) Align the dimensions outlined in the Written Communication rubric with your course objectives: How can you align your assignment objectives, grading rubrics, and prompts to these dimensions?
- 3) Scaffold discussion of Written Communication into the assignment design and stages: Provide students with the rubric alongside the assignment and consider guiding questions to accompany the assignment's Written dimensions.

Framing for students

LaGuardia's *Core Competencies and Communication Abilities* focus on the 21st century learning skills you need for a Bachelor's degree, a good job, and life-long learning. Written Communication teaches you to write with power in a range of styles. In and beyond college, you'll be able to write better reports, essays, requests, and personal narratives.

Best practices across the disciplines

- Before designing assignments, reflect on the rubric to better understand the dimensions; for a high stakes assignment identified for deposit, each of the dimensions must be addressed in the assignment in some way
- Hosting or participating in assignment workshops in your program and discipline can help you strengthen your assignments
- Assignments that have detailed and clear instructions provide better results
- Assignments with a template (such as lab reports) are stronger
- Assignments need to be of sufficient length to gauge writing
- High scoring student writing meets all of the dimensions on the rubric

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Oral Communication

Quick Step Assignment Design

- 1) Consider your program's curriculum map: Where does your course occur in the program curricular sequence? How does course sequence affect your Oral Communication assignment?
- 2) Align the dimensions outlined in the Oral Communication rubric with your course objectives: How can you align your assignment objectives, grading rubrics, and prompts to these dimensions?
- 3) Scaffold discussion of Oral Communication into the assignment design and stages: Provide students with the rubric alongside the assignment and consider guiding questions to accompany the assignment's Oral dimensions.

Framing for students

LaGuardia's *Core Competencies and Communication Abilities* focus on the 21st century learning skills you need for a Bachelor's degree, a good job, and life-long learning. Oral Communication is a skill that supports effective speaking to different audiences. It is key to success in public and class presentations, job interviews, professional advancement, and personal and career networking.

Best practices across the disciplines

- Before designing assignments, reflect on the rubric to better understand the dimensions; for a high stakes assignment, identified for deposit, each of the dimensions must be addressed in the assignment in some way
- Hosting or participating in assignment workshops in your program and discipline can help you strengthen your assignments
- Students should practice controlling their pace and articulating their language
- Creative freedom yields stronger presentations
- Design activities to allow students to demonstrate their oral abilities in an authentic way
- Design presentations to include some research; they score better than those mostly based on opinions

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Digital Communication

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- 1) Consider your program's curriculum map: Where does your course occur in the program curricular sequence? How does course sequence affect your Digital Communication assignment?
- 2) Align the dimensions outlined in the Digital Communication rubric with your course objectives: How can you align your assignment objectives, grading rubrics, and prompts to these dimensions?
- 3) Scaffold discussion of Digital Communication into the assignment design and stages: Provide students with the rubric alongside the assignment and consider guiding questions to accompany the assignment's Digital dimensions.

Framing for students

LaGuardia's *Core Competencies and Communication Abilities* focus on the 21st century learning skills you need for a Bachelor's degree, a good job, and life-long learning. When you communicate with digital tools you can combine images, text, video or other media tools to communicate your message with greater power. In and beyond college, you'll design better class presentations, business pitches, webpages, and professional branding.

Best practices across the disciplines

- Before designing assignments, reflect on the rubric to better understand the dimensions; for a high stakes assignment identified for deposit, each of the dimensions must be addressed in the assignment in some way
- Hosting or participating in assignment workshops in your program and discipline can help you strengthen your assignments
- Digital tools create expanded opportunities to compose and combine text, audio, video, imagery, visual design, and animation, and hypertext
- High scoring work contains more than a single image or link
- Faculty should consider showing students models of high scoring digital work
- Incorporating framing language from the rubric into the assignment is often helpful
- Excellent digital work displays balanced, coherent design: the parts talk to the whole
- The purpose of effective digital communication is to enhance and advance the overall purpose of the assignment



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- The multimedia elements of strong digital work (images, video, etc.) interact with the text and writing
- High scoring digital assignments source images and links integrated from the web, typically through links and in bibliographies
- In your assignment, define the tool you're using and define the limits of how you want it used
- Privacy concerns and FERPA regulations can be addressed through faculty consultations, conversations with program directors, and/or with someone from the Assessment Leadership Team
- Tools that can restrict the audience of an assignment, such as our in-house ePortfolio, gives faculty and students more control, and have already been vetted.
- During the assignment design process, carefully consider the strengths and limitations of the selected digital tool(s)
- Find the best tool or platform for your assignment by testing them...some digital media work better for one assignment versus another.
- It's often helpful to set aside some time in-class to introduce tools and skills to students
- Consider having the students show other students how they achieved success with a tool

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