

2014

Achievement-Centered Education (ACE 10) Faculty Inquiry Project

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Achievement-Centered Education

ACE 10 Faculty Inquiry Project



What is ACE 10?

ACE 10 asks students to:
“Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.”

What is the ACE 10 Inquiry Project?

This project engaged faculty in focused conversations about how they are implementing and assessing student learning in ACE 10 courses and encouraged best practices across departments and disciplines.

This program was designed to help faculty:

- Explore methods and tools for assessing work produced in ACE 10 courses
- Develop a collegial community who can share ideas about ACE 10 curriculum and assessment
- Sponsor conversation on connecting ACE 10 assessment to department’s major curriculum
- Develop useful processes for creating ACE 10 assessment reports

Why focus on ACE 10?

Since ACE 10 courses count for both a general education requirement and the culminating experience within a student’s degree program, student work produced in ACE 10 courses can serve as a broad indicator of how students are achieving learning outcomes within the major.

UNL developed the “ACE 10 Faculty Project” to examine student learning in ACE 10 courses as part of its Quality Initiative Project for the 2016-2107 Higher Learning Commission accreditation process.



The project

Twenty-six faculty members representing all eight UNL undergraduate colleges met monthly throughout 2013-2014 to investigate the following topics:

- What can we learn from another and as an institution from sharing our experiences with developing and teaching ACE 10 courses?
- What does integrative learning look like in ACE 10 courses? What challenges do we face as instructors in sponsoring and assessing integrative learning?
- What are the AACU Leap Value rubrics and how might they be useful for thinking about how to assess ACE 10 courses?
- How can we share and use what we learn from assessment with colleagues in our programs?

Faculty comment

“I was hesitant at first to meet with ACE 10 instructors, because I did not think I would learn anything new that I could apply to my courses. Was I wrong. I looked forward to each session and learned so much by attending – not only for the ACE 10 course that I teach but my other courses as well.”

Dave Lambe
Agronomy & Horticulture

ACE 10 sample rubric

ACE 10. Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.				
	4 Exemplary	3 Good	2 Average	1 Below Average
Broad Knowledge	Uses a variety of in-depth information from relevant sources representing various points of view/approaches.	Uses in-depth information from relevant sources representing various points of view/approaches.	Uses information from relevant sources representing limited points of view/approaches.	Uses information from irrelevant or inappropriate sources.
Technical Proficiency	All elements of the methodology or theoretical framework are appropriate and skillfully developed.	Elements of the methodology or theoretical framework are appropriate; however, more subtle elements are ignored or unaccounted for.	Elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Key elements of the methodology or theoretical framework are misunderstood.
Information Collection & Synthesis	Collects and synthesizes information to reveal significant insights, themes, or ideas.	Collect and synthesizes information to reveal some significant insights, themes, or ideas.	Collects and synthesizes information but does not effectively reveal insights, themes, or ideas.	Does not collect and/or synthesize information in appropriate or useful way.
Interpretation	Accurate and insightful explanation of skills, abilities, theories, or methodologies to solve problems or explore complex issues.	Accurate and adequate explanation of skills, abilities, theories, or methodologies to solve problems or explore complex issues.	Somewhat inadequate or partially inaccurate explanation of skills, abilities, theories, or methodologies to solve problems or explore complex issues.	Implausible or inaccurate understanding of skills, abilities, theories, or methodologies to solve problems or explore complex issues.
Presentation	Includes variety of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that significantly supports the presentation and establishes the presenter's authority on the topic.	Includes materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that generally supports the presentation and establishes the presenter's authority on the topic.	Includes some materials that appropriately reference information or analysis that partially supports the presentation and somewhat establishes the presenter's authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that reference information or analysis that minimally supports the presentation and does not establish the presenter's authority on the topic.

The poster session

The posters created by ACE 10 Faculty Inquiry participants demonstrate some best practice models for curriculum and assessment processes that all departments offering ACE 10 courses can use.

Look around. Ask questions. Steal good ideas and use them for your own efforts to continuously improve student learning.