Success*Abilities* FAQ

Which Success*Abilities* should I choose for my course? Note – this level of linking is done on the program page in WIDs for each course associated to a program.

1. Choose only those **Success*Abilities*** learners will actually have the opportunity to demonstrate in the course.

2. Limit yourself to 2-5 **Success*Abilities*** per course. Start small. Remember **Success*Abilities*** are most effective when you intentionally present them before your learners by designing activities that "build them in." It's difficult to keep 10 core abilities before your learners on a regular basis!

3. While the argument could be made that every course inherently supports the **Success*Abilities,*** linking them to a course should be done intentionally. Within WIDS, the descriptors provided for linking **Success*Abilities*** are: (1) Aware, (2) Acknowledge, (3) Apply, (4) Adapt, (5) Adopt. As a guide, consider applying the following criteria for associating **Success*Abilities*** to your courses.

   a. Choose the (1) aware indicator when you MODEL the **Success*Abilities*** through your personal actions in the course or include explanations of them on your course syllabus.

   b. Choose the (2) acknowledge indicator if you discuss terminology, principles, and issues related to the **Success*Abilities*** throughout your course.

   c. Choose the (3) apply indicator if you expect students to demonstrate specific application of the concepts of **Success*Abilities*** through your course learning activities and/or assessments. (See the example below.)

   d. Choose the (4) adapt indicator if you encourage students to analyze novel situations (inside and outside of the classroom) and consistently apply the concepts of the **Success*Abilities.***

   e. Choose the (5) adopt indicator if students instinctively demonstrate the **Success*Abilities*** outside of the classroom (through experiential learning, community projects, clinical settings, internships, etc.). Since the **Success*Abilities*** are representative of employability skills, outside-of-class experiences are perfect opportunities to really enhance and focus on students' growth in them.

How do I know which Success*Abilities* to link to a competency? Note – this level of linking is done on each course page to specific competencies. This can only be done after the linking was done at the program level first.

1. Link the **Success*Abilities*** to a competency if learners will have the opportunity to develop or enhance the **Success*Abilities*** during the competency learning activities. For example:

   ♦ Link the **Success*Abilities*** "Refining Professionalism: Participate Collaboratively" to a competency where learners do a variety of small group tasks while learning the competency.

2. Link the **Success*Abilities*** to a competency if it will be assessed during the assessment of the competency.

   ♦ Link the **Success*Abilities*** "Refining Professionalism: Improve Critical Thinking" to a competency where learners write a research paper as demonstration of their use of the competency.

3. Do not link the **Success*Abilities*** if you cannot document how/where the **Success*Abilities*** is learned or assessed.

Does every competency have to be linked to a Success*Ability*?

No. However, every **Success*Ability*** must be addressed throughout the program. Remember, when you link the **Success*Abilities*** you are showing where learners learn or demonstrate the **Success*Abilities*.** If you can't link it to at least one competency – it shouldn't be in your course.

How can I assess Success*Abilities*?

1. Add the indicators from a linked **Success*Abilities*** to a scoring guide for your competency. For example you might add these indicators for the **Success*Abilities*** "Refining Professionalism: Practice Effective Communication" to a scoring guide for a comparison paper. (*please note this criteria does not follow Western's model of quality criteria)

Scoring Guide

No.	Criteria*	Ratings
COMPETENCY CRITERIA		
1	comparison is based on important features or attributes	3 2 1 0
2	comparison includes the similarities between the items	3 2 1 0
3	comparison includes the differences between the items	3 2 1 0
Success Ability: Refining Professionalism – Practice Effective Communication Criteria		
1	your written product fulfills a clear purpose	3 2 1 0
2	your written product reflects an accurate analysis of the target audience	3 2 1 0
4	your written product exhibits correct grammar, punctuation, spelling, syntax, and word usage	3 2 1 0

2. Create a **Success*Abilities*** assessment task that you use several times during the course. For example, if you use the **Success*Ability*** "Refining Professionalism – Participate Collaboratively" you might create a scoring guide like the one below. You can use the scoring guide for peer assessment in a variety of places during your course.

Team Work Success*Abilities* Scoring Guide

No.	Competency Criteria	Ratings
1	you work collaboratively with others and contributes to a group with ideas, suggestions, and effort	observed not observed
2	you complete your share of tasks necessary to complete a project	observed not observed
3	you encourage team members by listening and responding appropriately to their contributions	observed not observed
4	you come to the team ready to participate	observed not observed

3. Add the **Success*Abilities*** and indicators to the top of worksheets and tests where learners must use the **Success*Abilities***. Have learners self-assess their use of the **Success*Abilities*** on that assignment.

4. Ask learners to reflect on their use of the **Success***Abilities* in a mid-term and final assessment. For example you might engage students in a self-reflection like the one below (borrowed from Wisconsin Indianhead Technical College).

These are the **Success***Abilities* *I have enhanced during this course.*

1. _____ *(List the* **Success***Abilities)*
   Provide a specific example.

2. _____ *(List the* **Success***Abilities)*
   Provide a specific example.

4. Insert the **Success***Abilities performance assessment task* from the *WIDS Performance Assessment Task Library* into your course (if available). The assessment task includes directions and scoring guides for assessing the **Success***Abilities* for your course.