Embedded Assessment: Models for Supporting Faculty in the Design of Effective Assignments

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The Plan

• Context
• Guttman
• American Public University System
• Your ideas
• Resources

But first...
On My Campus...

1. Assignments are mostly seen as “my work” and not shared.
2. Some colleagues share assignments in informal ways.
3. Support for work together on assignment design is provided through special workshops or a teaching center.
4. Evidence from assignments is valued in the institution’s approach to student outcomes assessment.
5. Some other reality?
NILOA’s mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

- Surveys
- Web Scans
- Case Studies
- Focus Groups
- Occasional Papers
- Website
- Resources
- Newsletter
- Presentations
- Transparency Framework
- Featured Websites
- Accreditation Resources
- Assessment Event Calendar
- Assessment News
- Measuring Quality Inventory
- Policy Analysis
- Environmental Scan
- Degree Qualifications Profile and Tuning
- Assignment Library Initiative

www.learningoutcomesassessment.org
What is the DQP?

• A framework for what students should be expected to know and do in all majors
• In 5 areas of proficiency
• At 3 successive degree levels

1. Intellectual Skills
2. Specialized Knowledge
3. Broad Integrative Knowledge
4. Civic and Global Learning
5. Applied and Collaborative Learning
NILOA as Harvester of DQP Work: What We’ve Learned

• Clarifying and aligning outcomes
• Curriculum mapping
• Facilitating transfer
• Rethinking assessment
• A focus on assignments
NILOA’s Response

• Inviting faculty applications (with draft assignment)
• Bringing the group together for a day-long meeting
• Working in 5-6 person, facilitated “charrettes”
The DQP Assignment Library

- 50-some assignments aligned with DQP proficiencies
- Contributed by faculty from a wide range of fields and institutional types
- Online, indexed, and searchable
- With a scholarly citation
- www.assignmentlibrary.org
Key Themes: A Focus on Assignments...

1. Animates high level outcomes
2. Raises generative questions about teaching, learning, curriculum, students....
3. Creates a pedagogical trading zone
4. Surfaces connections across courses and contexts and promotes more coherent pathways
5. Provides rich, authentic evidence to inform improvement
6. Makes visible and values the intellectual work that faculty do as teachers (the scholarship of T&L)
Guttman Community College

• Part of the City University of New York (CUNY)

• Opened in August, 2012

• Diverse, Urban Student Body
  – 90% of students under-prepared for college-level work
  – ~50% first generation
The Guttman Student Experience

Summer Bridge
- Required attendance
- Introduce students to college and educational model

First Year Experience
- Full-Time Attendance
- Required interdisciplinary curriculum
- Learning Communities/Instructional Teams
- Embedded remedial coursework

Programs of Study
- Limited number of majors
- Structured Pathways
ePortfolio and Assessment

**ePortfolio**

- Every student creates an ePortfolio in Summer Bridge
- Place to learn, share, and reflect on growth
- Connects individual student learning components
  - Personal growth
  - Academic growth
  - Curriculum and experiential learning
- Used for assessment of student learning

**Guttman Learning Outcomes**

- 5 GLOs
  - Broad integrative knowledge
  - Specialized knowledge
  - Intellectual skills
  - Civic learning
  - Applied learning

Stella and Charles Guttman Community College will be a model learning organization

Use ongoing assessment to inform decisions about student learning and professional development and to improve institutional practice.
Guttman Assignment Design
Charrette

Intense, structured period of design

- Assigned faculty/advisor to interdisciplinary groups of 4
- Each participant brought 3 copies of an assignment or idea for an assignment
Step 1: Individual Assignment Review (30 min)

- Each person reviewed and took notes on the other 3 assignments in their group
  - What GLOs do you think students will be able to demonstrate with this assignment?
  - What are the strengths of the assignment?
  - How will students reflect on and articulate their learning?
  - What questions do you have about the assignment?
Guttman Assignment Design
Charrette

Step 2: Carousel (4 rounds, 25 min each)

• 1 presenter, 3 listeners
  – Part I (5 min)
    *Presenter*: Introduces and discusses the assignment.
    *Listeners*: Writes thoughts and questions without speaking.
  – Part II (15 min)
    *Listeners*: Respond, taking turns asking questions, sharing thoughts, feedback, ways to strengthen the assignment.
  – Part III (5 min)
    *Listeners*: Give presenter written feedback and suggestions.
    *Presenter*: Write down notes about assignment, based on feedback.
Guttman Assignment Design Charrette

Step 3: Final Written Reflection (40 min)

• Identify two or three concrete changes you will make to strengthen the assignment.

• Assignment Reflection Form
  – Why did you create this assignment?
  – How does this assignment relate to the rest of what you are teaching?
  – What skills will students need to have or develop to successfully complete this assignment? What GLOs will it address?
  – What evidence can students provide in this assignment that would show they have accomplished what you hoped they would accomplish when you created the assignment? (Stevens & Levi, 2013)
Rubric Construction Activity

• Step 1 Assignment Reflection Form
• Step 2: Listing
  – What are the learning outcomes or objectives for this activity?
  – Write each learning outcome, GLO criteria and skill down on a separate post-it
• Step 3: Grouping and Labeling
  – Use the post-its to think about how to group and organize the objectives and skills
  – label each group with a category descriptor
• Step 4: Application
  – transfer these lists and groupings to the rubric grid
  – Develop Scale and Scale Labels
  – Complete the Grid
    • Low Level, High Level, Mid-Level(s)
Guttman Assignment Design
Next Steps

• Development of
  – Signature Assignment Framework for each course
  – Curriculum Map 2.0 development
• Assignment Design Charrette by Course/Discipline
• Assessment of signature assignments in student ePortfolios
AMERICAN PUBLIC UNIVERSITY SYSTEM
Presentation Aim

• Who is American Public University System?
• Adopting the Degree Qualifications Profile Plus One as APUS Institutional Learning Outcomes
• Establishing Signature Assignments and Utilizing Information for Program Reviews
• Other Classroom Transformations in Progress
  – APUS Mobile
  – Classroom Content Improvement
About APUS

• AMU was founded in 1991 to serve active duty and retired military members, became APUS in 2001, comprising AMU and APU.

• Currently over 100,000 students worldwide

• Approximately 56% military, average age 33, open enrollment

• Approximately 100 degree programs: associate’s, bachelor’s, and master’s level, plus about 90 certificates

• Monthly course starts of 8 or 16 weeks

• Courses are 100% online in an asynchronous environment

• Headquarters and executive offices – Charles Town, WV

• Arts and Humanities, Business, Education, Health Sciences, STEM, Security and Global Studies

• Approximately 2300 faculty worldwide (400 full time)
Implementing the DQP Framework at APUS (Now APUS Institutional Learning Outcomes)

- Support APUS focus on the discipline and the integration of the field of study.
- Assist students with taking responsibility and ownership of their own learning.
- Ensure that our students are equipped with the knowledge, skills, and abilities they need for success in work, citizenship, global participation, and life.
- Provide transparency to the student by establishing expectations of the student life cycle, helping them learn what leads to a career and the next level of study.
- Prepare to implement revisions to our core learning curriculum from a strategic perspective and provide foundations for CBE programs.
- Adopt DQP as APUS Institutional Learning Outcomes

- Strengthen the overall university and discipline level curriculum and enhance the curricular mapping of courses and programs.
- Ensure that APUS curriculum is current and relevant with industry standards.
Decisions on initial program changes recommended by year end 2013 for implementation in 2014

Six new institutional learning outcomes adopted – five DQP areas of learning plus digital information literacy.

Incorporate digital information literacy into mapping

Confirm and evaluate signature assignments; develop reporting process on signature assignments and embed into program review

### Timeline

<table>
<thead>
<tr>
<th>Dialogue and Planning</th>
<th>Implementation</th>
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</thead>
<tbody>
<tr>
<td>• Assembled leadership team</td>
<td>• DQP resources developed</td>
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<tr>
<td>• Paul Gaston visit</td>
<td>• DQP review meetings conducted</td>
</tr>
<tr>
<td>• Introduced DQP framework</td>
<td>• Program Directors mapped programs to the DQP framework to determine alignment and identify gaps</td>
</tr>
<tr>
<td>• Stakeholder input</td>
<td>• Working sessions</td>
</tr>
<tr>
<td></td>
<td>• Build university wide rubrics aligned with DQP learning areas</td>
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<tr>
<td></td>
<td>• Conduct quality assurance of DQP maps and authentication of assessments</td>
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</tbody>
</table>

The DQP leadership team obtained input from stakeholders, defined assumptions, developed timeline of action, defined goals, benchmarked schools, and created sample maps

Decisions on initial program changes recommended by year end 2013 for implementation in 2014

Six new institutional learning outcomes adopted – five DQP areas of learning plus digital information literacy.
How do you know your students are learning?

• Assumptions:
  – The student learning outcomes at the program and institution level have been aligned throughout this process.
  – Signature assignments meet the requirements stated and are aligned with student learning outcomes

• Data provides direct evidence of student learning and is analyzed/reviewed for each of the six proficiencies.
  – Applied learning
  – Intellectual skills
  – Specialized knowledge
  – Broad knowledge
  – Civic learning
  – Digital information literacy
Definitions of Learning Outcomes

• Applied learning is used by students to demonstrate what they can do with what they know.

• Intellectual skills are used by students to think critically and analytically about what they learn, broadening their individual perspectives and experiences.

• Specialized knowledge is the knowledge students demonstrate about their individual fields of study.

• Broad knowledge transcends the typical boundaries of students in the first two years of higher education and encompasses all learning in broad areas through multiple degree levels.

• Civic learning is that which enables students to respond to social, environmental and economic challenges at local, national and global levels.

• Digital Information Literacy is concerned with responsibly, safely, ethically, effectively and efficiently accessing, evaluating, collaborating, organizing, and distributing information in the digital world. It includes using tools, technologies, techniques, and best practices, to develop responsible and safe consumers and communicators of information in the digital information world to support research and to solve real world problems.
Signature Assignment Definition

- An assignment, task, activity, project or exam that is used to collect evidence for a specific learning outcome or learning outcomes.

- A group of signature assignments in each program is used to determine the achievement of each DQP learning area.
  - Demonstrate the knowledge, skills, and competencies essential to the successful completion of a program.
  - Constitute evidence of students’ progress toward fulfilling the DQP proficiencies and program objectives.
  - Ideally are the types of works that students and professors would present to others as evidence of accomplishment.

- Culminating experiences (capstone assignments) are not used as signature assignments, as they have their own area for analysis.
NAME: A Scaffolded Baccalaureate Nursing Capstone Course in an Online Program

AUTHOR: Elaine C. Keavney, Director, RN to BSN Nursing Program, American Public University System


DESCRIPTION: This is an assignment for a final research paper, which is the culmination of a series of assignments done during an 8-week, online capstone course. In the first week, students are asked to present three research topics for consideration. Each must include the components of patient safety, nursing ethics, and nursing theory. Based on feedback from the instructor and classmates and on the student's own interests, one of these topics is pursued and turned into a fully developed research paper.

Background and Context:
The capstone course is conducted in a completely online environment and is of 8 weeks' duration. The final research paper is the culmination of a series of assignments that are done during the course. In the first week of the course, students are assigned to present three research topics for consideration. They will write a detailed research paper and propose a related project for the topic that they select. Each of these three proposals must include the components of patient safety, nursing ethics, and nursing theory. These topics are presented to the instructor and to classmates in an online discussion for consideration and review. The student, based on this feedback and his/her own interest, decides which topic to pursue.

Reflections:
Once the student selects the topic for consideration, the work begins. The first component of the assignment is a detailed research proposal, including the topic, abstract, problem statement, theoretical basis, significance to nursing, and research strategy. They may also begin to formulate their plans for the related proposed project. This involves an analysis of an identified practice gap in the student's workplace or other area of nursing practice, and a detailed plan for improvement. Students are not required to implement their proposed project during the course, but their final project plan must include sufficient detail that it could be implemented at any time. This structure also can help students who intend to continue on to graduate education, as much of their preliminary planning work is done, if they choose to use it for that purpose. Most students indicate their intent to implement their proposed projects in their areas of practice.
### Example of Program Review Data Reported: Broad Integrative Skill

#### DQP MAPPING AND DATA

**Program**

<table>
<thead>
<tr>
<th>Associates</th>
<th>Course #</th>
<th>Assignment</th>
<th>Baseline</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>% Difference 2013-2012</th>
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<tbody>
<tr>
<td>Broad, Integrative Skills</td>
<td>Assignment 5 - Controlling Labor</td>
<td>No gap identified</td>
<td>2011</td>
<td>% Success</td>
<td>N</td>
<td>27%</td>
<td>11</td>
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<td>Record ID 15-77</td>
<td>2013</td>
<td>% Success</td>
<td>N</td>
<td>66%</td>
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<td>2013-2012</td>
<td>% Difference</td>
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<td>Course #</td>
<td>Assignment Week 6</td>
<td>2011</td>
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<tr>
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<td>% Success</td>
<td>N</td>
<td>33%</td>
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<td>% Difference</td>
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<td>Course #</td>
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<td>% Success</td>
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<td>% Difference</td>
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<td>Course #</td>
<td>Assignment Week 5</td>
<td>No gap identified</td>
<td>2011</td>
<td>% Success</td>
<td>N</td>
<td>77%</td>
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<tr>
<td>Record ID 17-76</td>
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<td>% Success</td>
<td>N</td>
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<td>124</td>
<td>2013-2012</td>
<td>% Difference</td>
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<tr>
<td>Associate</td>
<td>Course #</td>
<td>Assignment Week 5 - Waste Want, Want Not</td>
<td>No gap identified</td>
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<td>59%</td>
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<tr>
<td>Record ID 18-78</td>
<td>2013</td>
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<td>N</td>
<td>35%</td>
<td>71</td>
<td>2013-2012</td>
<td>% Difference</td>
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APUS MOBILE AVAILABLE ON APPLE, ANDROID AND AMAZON DEVICES
APUS Mobile

- Installed on over 30,000 devices
- Users view over 1M page views per week
- Available on Apple, Android and now Amazon devices
- New releases every 6-8 weeks
- Integrated with “APUS Lessons” application
When installed on a Faculty member’s device, a Forum Grader icon is visible.
Forum Grading

- Faculty can perform Forum Grading when they are “on the go”
Messages “Read/UnRead” Sync with Portal

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<th>Date</th>
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<th>Sender</th>
<th>Timeago</th>
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<td>13:53</td>
<td>test student3</td>
<td>6 days</td>
</tr>
<tr>
<td>9-24-15</td>
<td>11:42</td>
<td>test student3</td>
<td>6 days</td>
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COURSE IMPROVEMENT WITH DIGITAL ENHANCED MEDIA
Try It Yourself!

When you touch a key on the keyboard pictured above, you will hear a sound.
1. Play two tones that create an octave (Use the information on the Octave tab to find any of the two keys on a keyboard that create an octave).
2. Play a low and high note (far left on the keyboard and far right) to hear the difference in the tone of the sound wave. (Use the information on the Sound Waves tab to discern the difference in waves.)
3. Try playing a scale on the piano and see what the resultant sounds are. By using the black and white keys, and playing consecutive notes, you will be able to hear how scales can differ.
Toward gaining a better understanding of American government and politics two documents should be considered related to the American Revolution and its aftermath. The first is the Declaration of Independence, which launched the American Revolutionary War. The second is the U.S. Constitution, which replaced the post-war Articles of Confederation and remains the highest law of the land.

Throughout this lesson these documents are analyzed, noting how they were part of a **trans-Atlantic Enlightenment movement** with emphasis on **reason, free-thinking, natural law, popular sovereignty, and human equality**. Many of these ideas are visible in the Declaration of Independence, written by Thomas Jefferson. These ideas provided the ideological and philosophical framework for the American Revolution.

After the expulsion of the English monarchy, the **Articles of Confederation** - in effect from 1776 to 1787 - turned the former colonies into largely autonomous states with a weak federal government. However, many people thought that this decentralized system did not solve the problem of providing for a common defense or for integrating state economies. Some elites also hoped that a stronger central government could put down local insurrections with more effect, thereby protecting their property rights. These were just some of the concerns behind the crafting of the U.S. Constitution, inspired by the Federalist Papers and written by **James Madison**.

As the Constitution suggests, the United States was not established to be a pure democracy in which people rule themselves - some call this “mob rule” – but, rather a representative democracy or a constitutional republic characterized by the rule of law, separation of powers, checks and balances, civil liberties, and a federalist division of power between national and state governments.
Declaration of Independence

The identification of unalienable rights is what turns people from "subjects" under governmental control to "citizens" who lend governments their authority. Thus, the natural law referred to by the Founding Fathers includes human equality and popular sovereignty.

Popular sovereignty, an Enlightenment idea, is normally reflected by elections. Modern democracies are based on universal citizenship and enfranchisement for all adults, regardless of race, gender or other classifications.

Many of these Enlightenment ideas about "natural law," the "consent of the governed," and "limited government" originated in England, with John Locke, who wrote the Second Treatise of Civil Government in 1689.

In the Declaration of Independence, there is a sense that people have an inherent right to overthrow a government — only, however, when the ruling authority becomes extremely offensive and intolerable. The Declaration of Independence reflects the belief shared by Thomas Jefferson and a few other Founding Fathers that political authority rested in the people, and that government depended upon the consent of the governed. Were these ideas first stated in this work?

“"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

All humans have the right to be treated equally. Voltaire: "Men are equal; it is not birth, but virtue that makes the difference."
The Baroque Era

Italy

Rome and Naples were centers for music composition during the Baroque era. The following three composers are but a few of the composers from Italy.

Claudio Monteverdi (1567-1643) was an Italian composer and instrumentalist. He is one of the most powerful figures in Western music history. He was a composer, gamba (lute) player, singer and priest. His work was quite revolutionary for its time and marked the transition from the Renaissance to Baroque eras. His work “L’Orfeo” was one of the earliest operas and is still performed today. It is thought to be the first example of a composer notating parts for specific instruments. After his death, his music was relegated to oblivion until the 20th century with the rediscovery of sacred music.

Arcangelo Corelli (1653-1713) was an Italian composer, violinist and teacher. His abilities on the violin, which was a new instrument at this time, became the basis for violin technique in the eighteenth and nineteenth centuries. His music was performed and honored throughout Europe. Corelli also popularized the concerto grosso, which is a form that contrasts two differently sized instrumental groups. He also attained great achievement as a teacher, particularly as the teacher of Antonio Vivaldi.

Antonio Vivaldi (1678-1741) was an Italian composer and virtuoso violinist. He was ordained as a priest. Vivaldi is best known for writing many concertos, such as “The Four Seasons,” although he also wrote many works that sound like five-finger exercises for students. And this is precisely what they were. Vivaldi was employed for most of his working life by the Ospedale della Pietà. Often termed an “orphanage”, this Ospedale was in fact a home for the female offspring of noblemen and their numerous dalliances with their mistresses. His instrumental works laid the foundation for the Classical era.

“Toccata” from L’Orfeo, composed by Claudio Monteverdi in 1607.

“Trio Sonata 11, Movement #2” by Arcangelo Corelli

“La tempesta di mare” by Antonio Vivaldi
One thing you have done or would like to do to bring greater attention to assignment design and use on your campus
Catalyzing Assignment Design Activity on Your Campus: Lessons from NILOA's Assignment Library Initiative

Pat Hutchings, Natasha A. Jankowski, & Peter T. Ewell
Lessons from Campus Experience

- Start where people are (and good questions)
- Define “faculty” broadly
- Involve students
- Take advantage of existing structures for support and coordination
- Create mechanisms for making good work visible, and for recognition and reward
- Collaborate across campuses, disciplines, with employers
• Resources handout
• Next charrette: February 20, 2016, with a special emphasis on teams (Nov 15 deadline)
• NILOA’s mailing lists (DQP and general)
• www.assignmentlibrary.org
DQP Assignment Library

The purpose of this website is to provide a searchable online library of collegiate-level course assignments in a wide variety of academic disciplines that link to one or more proficiencies in the Degree Qualifications Profile (DQP).

The National Institute for Learning Outcomes Assessment (NILOA) has been working with groups of faculty from various institutions to revise and strengthen assignment alignment to specific proficiencies. The assignments and commentaries here are works in progress, generously shared by faculty members from a wide range of fields and institutional types committed to advancing and documenting student learning. To learn more about the assignment library initiative click here. To see a list of advisors to the project click here.

This library allows you to:

- Browse assignments
- Borrow and adapt an assignment to fit your needs
- Submit an assignment to the library – coming soon!
- Consult a resource
- Comment on and ask questions about assignments - coming soon!
- Start a conversation on your own campus
- Give us feedback!
NAME: Your Philanthropic Autobiography

AUTHOR: Tyrone McKinley Freeman, Director, Undergraduate Programs, Indiana University Lilly Family School of Philanthropy, Indiana University-Purdue University at Indianapolis


DESCRIPTION: This assignment presents students with an opportunity to compose an autobiography of how their lives intersect with philanthropic organizations through a 3-page essay by combining the powerful practice of storytelling through autobiography to explore students’ own personal connections to philanthropy and the nonprofit sector.

Background and Context: This assignment relates to at least three areas of learning in the degree qualifications profile for the bachelor’s level: 1) Applied Learning; 2) Specialized Knowledge; and 3) Communication Fluency/Intellectual Skills. For Applied Learning, the Philanthropic Autobiography assignment connects knowledge from the students’ personal and professional experiences to knowledge in the field of Philanthropic Studies, which uses multiple disciplines (i.e., the humanities, the social sciences, and the professions) to understand the phenomenon of philanthropy in society. It also requires writing and later incorporates multi-media methods when students create their digital stories. For Specialized Knowledge, the Philanthropic Autobiography assignment enables students to explore definitions and boundaries of philanthropy and the nonprofit sector as well as the central questions and rationales for the field of Philanthropic Studies. Through the process of revision, students gain facility in defining and properly using the principal terminology and theories of the field. For Communication Fluency, the assignment is first completed as a written narrative in the introductory course and primarily shared with the instructor and classmates. It is later revised in the capstone course and translated into a digital story, which utilizes visual and audio media to produce a video clip presentation. The digital story is not only presented to peers in the class, but is designed with a particular audience in mind, be that a potential employer or graduate admissions officer.

The Philanthropic Autobiography assignment is considered a signature assignment by the faculty in the undergraduate program in Philanthropic Studies at Indiana University. It requires students to compose a brief 2-3 page essay about their personal engagement with philanthropy and nonprofit organizations throughout their lives. It is based on two very important concepts in the field of Philanthropic Studies: 1) philanthropy is voluntary action for the public good based on closely held values and beliefs about how to improve society; and 2) everyone has a connection to philanthropy and nonprofit organizations (Fayton & Moody, 2008). There is great educational value in naming and exploring these personal connections early in one’s studies to construct a reservoir of experiences from which to relate the formal study of philanthropy. In the PHST-P 201 Introduction to Philanthropic Studies course, newly declared majors and minors in Philanthropic Studies complete the philanthropic autobiography as an exploratory assignment that initiates them into the program and the field. A first draft of the essay is due during week 3 of the course and it serves as a touchstone throughout subsequent weeks with the final draft due during the final week of the course.
Assignment: Your Philanthropic Autobiography

Storytelling is powerful. It can be used to educate and entertain others, and to transmit and inculcate ideas, values, and beliefs across time, space, and cultures. As a college student and emerging professional in your field of choice, storytelling is particularly important because it can help you understand, interpret, and communicate your own personal and intellectual development. Storytelling can help shape the manner in which you present yourself as a candidate for employment or applicant for graduate school.

Autobiography is a particular form of storytelling through which we convey the stories of our lives to others. Each of us could tell the story of our lives from a variety of viewpoints. You could write about your educational experiences, your family background, your employment history, or you could present your story using particular talents, interests, or passions, such as singing, sports, animals or your romantic relationships. This assignment combines the powerful practice of storytelling through autobiography to explore your own personal connections to philanthropy and the nonprofit sector.

The nonprofit and voluntary sector is made up of nonprofit organizations, voluntary associations, as well as individuals who give their time, contribute their money, earn their living, or use the services of these same organizations. Your Philanthropic Autobiography (see page 21 in Payton & Moody text) is the story of your life told from the perspective of your involvement with these nonprofit organizations and voluntary associations. What organizations and associations have you been involved with – as a contributor, as a volunteer, as a user/customer/patient/member, or as an employee? What organizations have meant the most to you and why? What values are reflected in your interactions with these nonprofit organizations? And how have you personally benefited as a recipient of the support that others have given directly to you or through these organizations and associations?

For the assignment, you will write a 3-page essay indicating how your life has intersected with these organizations and activities. It is important that you tell the story of your connections to philanthropy and the nonprofit sector rather than simply present a list of your activities. Your essay should contain a thesis statement and appropriate development of supporting elements of your story. When describing a particular person, organization, or experience, be sure to provide adequate background to orient the reader.

As you prepare for this assignment, remember the definitions of philanthropy, nonprofit organizations, and voluntary action, and remember the great diversity of organizations and activities represented in the sector, such as private/parochial schools, hospitals, houses of worship, community centers, neighborhood watches, community sports leagues, book clubs, etc. You may also have experience with giving behaviors that do not quite fit formal definitions, and you may explore those as well.
<table>
<thead>
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<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis Statement</strong></td>
<td>Names topic &amp; outlines 3-4 main points in support of topic</td>
<td>Names topic &amp; outlines 1-2 main points in support of topic</td>
<td>Outlines some or all main points but does not name topic</td>
<td>Does not name topic or outline main points</td>
</tr>
<tr>
<td><strong>Examples of philanthropy, nonprofit organizations, voluntary action</strong></td>
<td>Provides specific &amp; relevant examples of philanthropy, nonprofit organizations, voluntary action for each main point</td>
<td>Provides 1-2 specific &amp; relevant examples of philanthropy, nonprofit organizations, and voluntary action for main points.</td>
<td>At least one example is specific and relevant</td>
<td>Examples are not specific or relevant</td>
</tr>
<tr>
<td><strong>Examples of student’s role as donor, volunteer, user, employee, or recipient</strong></td>
<td>Provides specific examples and discussion of student roles for each main point</td>
<td>Provides specific examples and discussion of student roles for 1-2 main points.</td>
<td>Provides at least one specific example of student role</td>
<td>No student roles are given</td>
</tr>
<tr>
<td><strong>Discussion of values reflected in interactions with activities</strong></td>
<td>Identifies &amp; discusses the organizational or personal values reflected in each example or role</td>
<td>Identifies organizational or personal values reflected in at least 2 examples or roles</td>
<td>Discusses organizational or personal values in general apart from examples and roles</td>
<td>Does not identify or discuss organizational or personal values</td>
</tr>
<tr>
<td><strong>Grammar and spelling</strong></td>
<td>No errors in grammar &amp; spelling</td>
<td>1-2 errors</td>
<td>3-4 errors</td>
<td>More than 4 errors</td>
</tr>
</tbody>
</table>
Go Forth and
Start a Conversation
about Assignments