

## SuccessAbilities FAQ

**Which SuccessAbilities 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 **SuccessAbilities** learners will actually have the opportunity to demonstrate in the course.
2. Limit yourself to 2-5 **SuccessAbilities** per course. Start small. Remember **SuccessAbilities** 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 **SuccessAbilities**, linking them to a course should be done intentionally. Within WIDS, the descriptors provided for linking **SuccessAbilities** are: (1) Aware, (2) Acknowledge, (3) Apply, (4) Adapt, (5) Adopt. As a guide, consider applying the following criteria for associating **SuccessAbilities** to your courses.
  - a. Choose the (1) aware indicator when you MODEL the **SuccessAbilities** 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 **SuccessAbilities** throughout your course.
  - c. Choose the (3) apply indicator if you expect students to demonstrate specific application of the concepts of **SuccessAbilities** 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 **SuccessAbilities**.
  - e. Choose the (5) adopt indicator if students instinctively demonstrate the **SuccessAbilities** outside of the classroom (through experiential learning, community projects, clinical settings, internships, etc.). Since the **SuccessAbilities** 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 SuccessAbilities 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 **SuccessAbilities** to a competency if learners will have the opportunity to develop or enhance the **SuccessAbilities** during the competency learning activities. For example:
  - ◆ Link the **SuccessAbilities** “Refining Professionalism: Participate Collaboratively” to a competency where learners do a variety of small group tasks while learning the competency.
2. Link the **SuccessAbilities** to a competency if it will be assessed during the assessment of the competency.
  - ◆ Link the **SuccessAbilities** “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 **SuccessAbilities** if you cannot document how/where the **SuccessAbilities** is learned or assessed.

### Does every competency have to be linked to a SuccessAbility?

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

## How can I assess **SuccessAbilities**?

1. Add the indicators from a linked **SuccessAbilities** to a scoring guide for your competency. For example you might add these indicators for the **SuccessAbilities** “Refining Professionalism: Practice Effective Communication” to a scoring guide for a comparison paper.

### Scoring Guide (example)

No.	Criteria	Ratings	
<b>COMPETENCY: Explore project management.</b>			
1	you identify the phases of the project life cycle	3	2 1 0
2	you explain the purpose of each phase of the project life cycle	3	2 1 0
3	you compare the life cycle theory to real life experience/case study	3	2 1 0
4	you explain why theory and real life experience/case study may differ	3	2 1 0
5	you identify the roles of the people involved in the project/case study	3	2 1 0
6	you explain the responsibilities of the roles	3	2 1 0
<b>Success Ability: Refining Professionalism – Practice Effective Communication</b>			
1	your written product fulfills a clear purpose	Met	Not Met
2	your written product reflects an accurate analysis of the target audience	Met	Not Met
4	your written product exhibits correct grammar, punctuation, spelling, syntax, and word usage	Met	Not Met

2. Create a **SuccessAbilities** 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 **SuccessAbilities** Scoring Guide

No.	Refining Professionalism – Participate Collaboratively 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 **SuccessAbilities** and indicators to the top of worksheets and tests where learners must use the **SuccessAbilities**. Have learners self-assess their use of the **SuccessAbilities** on that assignment based on rubrics in the PAT Library in WIDS.

4. Insert the **SuccessAbilities** performance assessment task from the WIDS Performance Assessment Task Library into your course. The assessment task includes directions and scoring guides for assessing the **SuccessAbilities** for your course.
5. Ask learners to reflect on their use of the **SuccessAbilities** in a mid-term and final assessment. For example you might engage students in a self-reflection like the one below (borrowed from WITC.)

*These are the **SuccessAbilities** I have enhanced during this course.*

1. \_\_\_\_\_ (List the **SuccessAbilities** then provide a specific example.)
2. \_\_\_\_\_ (List the **SuccessAbilities** then provide a specific example.)