

## General Education Curriculum: Wayne Experience (WE) Inquiry Rubric

The Wayne Experience (WE) rubric was developed through faculty and student consultation and members of the General Education Oversight Committee at Wayne State University (WSU). The rubric was modeled after VALUE rubrics created by the Association of American Colleges and Universities (AAC&U). The rubric articulates fundamental criteria for each learning outcome required for WE under the General Education program. It contains performance descriptors demonstrating progressively higher levels of learnedness. The rubric is intended for institutional-level use in evaluating and discussing student learning within the General Education curriculum, not for grading.

WE is a requirement of the General Education program at WSU. The overall goal of the WE course is “to enhance student engagement, success, and retention by implementing high-impact practices (HIPS) within a student’s first year in college.” (see [Academic Bulletin](#))

WE has [four program learning outcomes](#). After successful completion of the WE requirement, students will be able to demonstrate their ability to:

- (1) Describe meaningful connections with Wayne State peers, faculty, staff, and campus resources.
- (2) Demonstrate foundational skills necessary for undergraduate-level academic and personal achievement at Wayne State University.
- (3) Relate the value of attending WSU to the student’s own academic and personal pursuits.
- (4) Develop self-advocacy to optimize the use of campus resources and academic opportunities.

### Glossary for Terms and Concepts used in the Rubric

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Belonging:** fostering a sense of connection; cultivating the development and expanding of relationships; and promoting a sense of personal purpose at Wayne State University.
- **Meaningful connections:** a network of trusted campus connections including WSU peers, faculty, staff, and/or campus programs which foster a sense of belonging and connection at Wayne State University.
- **Foundational skills:** evidence-based, essential academic and/or personal development practices that holistically support learning performance, self-management, and/or personal growth.
- **Self-advocacy habits:** practices which allow students to manage their own learning and personal development, thus affording ownership of the college experience. A student who self-advocates knows how to access information, how to find people or resources to support their academic and personal pursuits, and understands self-determination. An example may be scheduling and attending a tutoring appointment when struggling with a course concept.
- **Campus resources:** the personnel, technologies, support services, academic opportunities, and extracurricular activities available to students on Wayne State’s campus.

### How to Use the Rubric

- Faculty teaching WE courses select one or more assignments that elicit the WE learning outcomes.
- Faculty use the rubric to score their students’ work on the 4-point rubric scale.
  - Details for reporting the results for your course(s) are provided on the GEOC website.
- The rubric scale is implicational: A “moderate” score indicates that the student has met the criteria for “low” AND “moderate”. A “high” score indicates that the student has met the criteria for “low”, “moderate” AND “high”.

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Learning Outcome	<b>(High)</b> Analyze/Evaluate	<b>(Moderate)</b> Describe/Explain	<b>(Low)</b> Identify	<b>(No)</b> Limited Evidence
LO1: Describe meaningful connections with Wayne State peers, faculty, staff, and campus resources.	Analyzes the significance of meaningful relationships in relation to the broader ideals of belonging, connectedness, and personal purpose.	Describes the benefit of establishing meaningful connections with peers, faculty, staff, and/or campus resources at the university.	Identifies connections with WSU peers, faculty, staff, and/or campus resources.	Shows little to no evidence of knowledge about meaningful connections with WSU peers, faculty, staff, and/or campus resources.
LO2: Demonstrate foundational skills necessary for undergraduate-level academic and personal achievement at Wayne State University.	Evaluates the effectiveness of their own use of foundational skills for academic and personal pursuits.	Explains how the skills and habits necessary for undergraduate-level success can be applied to their own academic and personal pursuits.	Identifies the types of skills and habits necessary for undergraduate-level academic and personal success.	Shows little to no evidence of knowledge about foundational skills and habits for undergraduate-level academic and personal success.
LO3: Relate the value of attending WSU to the student's own academic and personal pursuits.	Evaluates the student's own use of WSU-specific opportunities to achieve their academic and personal pursuits.	Explains the value of attending WSU as it relates to the student's own academic and personal pursuits.	Identifies the value of attending WSU in general.	Shows little to no evidence of knowledge about the value of attending WSU.
LO4: Develop self-advocacy to optimize the use of campus resources and academic opportunities.	Evaluates the effectiveness of their own approach to self-advocacy.	Explains how WSU's campus resources, services, and opportunities can be utilized to manage their own academic and personal success.	Identifies the various types of campus resources, services, and opportunities available at WSU.	Shows little to no evidence of knowledge of the various campus resources, services, and opportunities available at WSU.

Source: Appropriated and modified from the VALUE rubrics developed by the Association of American Colleges and Universities (AAC&U).

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