AACU Institute

2008 Greater Expectations Institute: Campus Leadership for Student Engagement, Inclusion, and Achievement

June 18-22, 2008 | Snowbird, Utah
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Is American higher ed changing? Responding to challenges with change?

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plenty of change
Wake-Up Call for American Higher Ed

The “Bologna Process,” under which Europe’s higher education systems are trying to “harmonize” their colleges and universities, has for years now been attracting the attention of some American higher education leaders. Those involved in, for example, the admission of graduate students from outside the United States have considered how to consider applications from European nations under the new system.

But the latest jeremiad from Clifford Adelman — known for his ahead-of-the-curve and politically challenging analyses of higher ed — argues that all of higher education in the United States needs to start paying attention to Bologna and to adopting some of its features.

Specifically, Adelman cites evidence that the European countries' efforts to define what degrees and credits mean are already being embraced not only in Europe, but in the rest of the world. If American colleges don't get involved, they risk finding that the entire world defines some of the key features of higher education in different ways, and American higher ed risks being passed by.
Colleges and universities should join in the hunt for acceptable ways to measure student progress, rather than simply fighting the whole idea from the sidelines. Unless the higher education community wakes up to this problem — and resolves to do a better job — the movement aimed at regulating colleges and forcing them to demonstrate that students are actually learning will only keep growing.
Engineering education: Can India overtake China?

George Iype | June 09, 2006

The boom in engineering studies in India is fast catching up with China.

China is today the largest producer of engineering graduates in the world, with some 600,000 passing out of its colleges and universities last year.

India, it seems, isn't far behind.

According to the All India Council for Technical Education, India produced 401,791 engineers in 2003-04, 35 per cent being computer engineers. In 2004-05, the number of engineering graduates increased to 464,743, of which 31 per cent were computer engineers.

Compared to India and China, the United States produces only 70,000 engineering graduates every year. All of Europe produces just 100,000.
plenty of change
plenty of change

GROWING UP DIGITAL
How the Web Changes Work, Education, and the Ways People Learn

John Seely Brown
plenty of change

EMPLOYERS’ VIEWS

“At State Farm, only 50 percent of high school and college graduates who apply for a job pass the employment exam.... Our exam does not test applicants on their knowledge of finance or the insurance business but it does require them to demonstrate critical thinking skills and the ability to calculate and think logically. These skills plus the ability to read for information, to communicate and write effectively, and to have an understanding of global integration need to be demonstrated. This isn’t just what employers want; it’s also what employees need if they are to be successful in navigating the workplace.”

—Edward B. Rust Jr., chairman and CEO, State Farm Insurance Companies
“Intel Corp. Chairman Craig Barrett has said that 90 percent of the products his company delivers on the final day of each year did not exist on the first day of the same year. To succeed in that kind of marketplace, U.S. firms need employees who are flexible, knowledgeable, and scientifically and mathematically literate.” (Norman R. Augustine, retired chairman and chief executive of Lockheed Martin Corporation)
## How Much Can Higher Education Learn From Business?

<table>
<thead>
<tr>
<th>Which comes closer to your own view?</th>
<th>total</th>
<th>Profs</th>
<th>Admin/Deans</th>
<th>Gov’t</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher education has a lot to learn from the private sector—adopting more business practices will make colleges more efficient and productive.</td>
<td>40%</td>
<td>17%</td>
<td>40%</td>
<td>39%</td>
<td>64%</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>There’s a limit to how much higher education can learn from the private sector—the fundamental mission of colleges is quality education, not efficiency or productivity.</td>
<td>54%</td>
<td>77%</td>
<td>55%</td>
<td>54%</td>
<td>29%</td>
</tr>
</tbody>
</table>
Friday, September 5, 2008

If Kent State Beats Goals, Professors Will Profit

The university will offer cash bonuses to professors when institutional goals for fund raising, research dollars, and student retention are met.
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anxious to volunteer information

CSU system requires for all campuses and the use of the CAPP, MAPP or CLA

collegiate learning assessment

measuring academic perf and prog

college assessment of academic proficiency
anxious to volunteer information

CSU system requires for all campuses and the use of the CAPP, MAPP or CLA

- collegiate learning assessment
- measuring academic perf and prog
- college assessment of academic proficiency

**Accountability University**

Washington, DC • 202.478.6043 • www.AccountabilityU.edu

NOTE: All data on Accountability University are fabricated.

Text box for institutions to add description of campus (100 words)

NOTE: Most data in the first two pages of the template originate from existing data sources (Common Data Set, IPEDS)

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**Student Characteristics (Fall 2000)**

- **Total Number of Students**: 50,402

**Student Level and Enrollment Status**

- Undergraduate: 42,119
- Part-time: 9,155
- Full-time: 22,224
- Graduate/Professional: 9,124

**Undergraduate Profile**

- **Total**: 32,113
- **Gender**:
  - Women: 17,158 (53%)
  - Men: 14,955 (47%)
- **Race/Ethnicity**:
  - African American / Black: 1,483 (5%)
  - American Indian / Alaskan Native: 284 (1%)
  - Asian / Pacific Islander: 3,048 (9%)
  - Hispanic: 602 (2%)
  - International: 268 (2%)
  - White: 24,816 (77%)
  - Race/Ethnicity Unknown: 1,442 (4%)
- **Geographic Distribution**:
  - <institution's state>: 22,950 (71%)
  - Other US: 8,575 (27%)
  - Other Countries: 588 (2%)
- **Age**:
  - Average Age: 21
  - Percent of Undergraduates Age 26 or Older: 11%

---

**Undergraduate Success & Progress Rate**

- **Graduated from AU**: 85%
- **Graduated at Another Institution**: 80%
- **Still Enrolled at AU**: 78%
- **Still Enrolled at Another Institution**: 77%

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**College Portrait**

One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. College students have the opportunity to select the institution that is the best match for their interests, abilities, and goals. We present this information to help students and their families better understand how colleges are alike in some ways, different in others. The items in the College Portrait were selected based on recommendations from many focus groups as well as experts in higher education. While these items will give you valuable insight into college life, they will not capture the full range and richness of the experience. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you.
anxious to volunteer information

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Group Learning Experiences
xx% of seniors work outside of class on class projects or study with classmates.
xx% of seniors spend one or more hours a week participating in student organizations or clubs.
xx% of seniors reporting serving as an officer or leader in a campus organization or club.
xx% of seniors help a classmate better understand course material.

Active Learning Experiences
xx% of seniors report making class presentations.
xx% of seniors spend at least 6 hours per week studying and other academic activities outside of class.
xx% of seniors have enrolled in at least one service learning course.
xx% of seniors have enrolled in at least one independent research project.
xx% of seniors have participated in a study abroad program.
xx% of seniors have participated in an internship.
xx% of seniors have assisted faculty with research.

Experiences with Diverse Groups of People and Ideas
xx% of seniors rate their ability to appreciate, tolerate, understand racial and ethnic diversity as good or better.
xx% of seniors rate their ability to appreciate cultural and global diversity as good or better.
xx% of seniors rate their ability to understand their own racial and ethnic identity as very good or excellent.
xx% of seniors rate their ability to understand racial and ethnic differences or issues as very good or excellent.

Student Satisfaction
xx% of seniors are at least somewhat satisfied with the value of their education for the price they paid.
xx% of seniors are at least somewhat satisfied with their overall academic experience.
xx% of seniors would choose to attend this institution again.
xx% of seniors report that their campus has a strong commitment to undergraduate education.

Institutional Commitment to Student Learning and Success
xx% of seniors are at least somewhat satisfied with advising by faculty or academic matters.
xx% of seniors are at least somewhat satisfied with advising by college staff on academic matters.
xx% of seniors are at least somewhat satisfied with availability of courses needed for graduation.
xx% of seniors report raising their standards for acceptable effort due to the high standards of a faculty member.

Student Interaction with Campus Faculty and Staff
xx% of seniors sought academic help from an instructor or tutor.
xx% of seniors talked with an instructor outside of class about course material.
xx% of seniors worked with a faculty member on a campus activity other than coursework.
anxious to volunteer
information
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validating value added; validating impact
High value associated with getting an education
High value associated with getting an education

- 75 percent of high school graduates already are enrolling in college within two years of graduation.
- 67 percent of students matriculate immediately after completing high school.
- An even higher number—94 percent of current high school students—say they want to attend college after high school.
however, there are issues
however, there are issues

- Jarring disconnect between aspiration and actual achievement.
however, there are issues

- Jarring disconnect between aspiration and actual achievement.
- Of students who begin high school at age fourteen, fewer than three in ten will hold a baccalaureate degree twelve years later, while one in five will still not have finished high school.
AND THOSE THAT DO FINISH:
AND THOSE THAT DO FINISH:

**FIGURE 1**

**FINDINGS ON SELECTED LIBERAL EDUCATION OUTCOMES**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>• Eight percent of college seniors are “proficient” at level 3 math, up from 5 percent of freshmen</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>• Eleven percent of college seniors are “proficient” at level 3 writing</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>• Six percent of college seniors are “proficient” in critical thinking, 77 percent are “not proficient”</td>
</tr>
<tr>
<td><strong>Global Knowledge and Skills</strong></td>
<td>• Less than 13 percent of college students achieve basic competence in a language other than English</td>
</tr>
<tr>
<td></td>
<td>• Less than 34 percent of college students earn credit for an international studies class; of those who do, only 13 percent take more than four classes</td>
</tr>
<tr>
<td></td>
<td>• Less than 10 percent of college students participate in study abroad programs</td>
</tr>
<tr>
<td></td>
<td>• Between 5 and 10 percent of college students achieve basic competence in a language other than English, take more than four international studies classes, and participate in study abroad programs</td>
</tr>
</tbody>
</table>

Student success in college cannot be defined only in terms of enrollment, persistence, and degree completion.

These metrics, while important, miss entirely the question of whether students who have placed their hopes for the future in higher education are actually achieving the kind of learning they need.
Americans have entered a global century that presents “greater expectations” for knowledge in every area of life. This new era calls on higher education to set significantly higher standards for student achievement while avoiding the disadvantages of standardization.
The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ Knowledge of Human Cultures and the Physical and Natural World
  • Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
  Focused by engagement with big questions, both contemporary and enduring

★ Intellectual and Practical Skills, including
  • Inquiry and analysis
  • Critical and creative thinking
  • Written and oral communication
  • Quantitative literacy
  • Information literacy
  • Teamwork and problem solving
  Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

★ Personal and Social Responsibility, including
  • Civic knowledge and engagement—local and global
  • Intercultural knowledge and competence
  • Ethical reasoning and action
  • Foundations and skills for lifelong learning
  Anchored through active involvement with diverse communities and real-world challenges

★ Integrative Learning, including
  • Synthesis and advanced accomplishment across general and specialized studies
  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems
<table>
<thead>
<tr>
<th>Principle One</th>
</tr>
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<tbody>
<tr>
<td>✤ <strong>Aim High—and Make Excellence Inclusive</strong></td>
</tr>
<tr>
<td>Make the Essential Learning Outcomes a Framework for the Entire Educational Experience, Connecting School, College, Work, and Life</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principle Two</th>
</tr>
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<tbody>
<tr>
<td>✤ <strong>Give Students a Compass</strong></td>
</tr>
<tr>
<td>Focus Each Student’s Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principle Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>✤ <strong>Teach the Arts of Inquiry and Innovation</strong></td>
</tr>
<tr>
<td>Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School and Advancing in College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principle Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>✤ <strong>Engage the Big Questions</strong></td>
</tr>
<tr>
<td>Teach through the Curriculum to Far-Reaching Issues—Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom</td>
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</tbody>
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<table>
<thead>
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<th>Principle Five</th>
</tr>
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<tbody>
<tr>
<td>✤ <strong>Connect Knowledge with Choices and Action</strong></td>
</tr>
<tr>
<td>Prepare Students for Citizenship and Work through Engaged and Guided Learning on “Real-World” Problems</td>
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<tr>
<th>Principle Six</th>
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<tbody>
<tr>
<td>✤ <strong>Foster Civic, Intercultural, and Ethical Learning</strong></td>
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<tr>
<td>Emphasize Personal and Social Responsibility, in Every Field of Study</td>
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<th>Principle Seven</th>
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<tbody>
<tr>
<td>✤ <strong>Assess Students’ Ability to Apply Learning to Complex Problems</strong></td>
</tr>
<tr>
<td>Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement</td>
</tr>
</tbody>
</table>
the good news

- our liberal arts curriculum has much in it that AACU asks for
  - learning communities (active learning)
  - mapping and assessing learning
  - writing intensive courses
  - service learning (active learning)
  - diversity/global learning
- freshman seminars and experiences
- involving students in outcomes and mapping (beyond credit hr accumulation)
- integrative learning: away from disciplinary silos
- common intellectual experiences
  - book of the year; common seminars (science and religion; tech and culture; revolution, evolution and change)
- “science as science is done”: undergrad research
- collaborative assignments and projects
At AACU

Our team met one on one with several Presidents and discussed the trends in higher ed and our own challenges at UH M

President Tori Haring-Smith
Washington and Jefferson

President Judith Ramaley
Winona State

Carol Geary Schneider
President
Association of American Colleges and Universities
At AACU

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we were impressed by the “story” at W and J;

it formed the basis for everything there.

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suggested projects by AACU

- reforming a first-year program to deepen the level of academic challenge and support and engage all students with diversity and civic responsibility;
- integrating curricular and co-curricular learning to increase student engagement and achievement;
- reframing a university’s approach to diversity so that it enhances both student and institutional learning;
- structuring reaccreditation efforts around a comprehensive set of student learning outcomes;
- engaging departments in aligning faculty promotion and tenure processes with institutional goals for student learning;
- developing an e-portfolio assessment system that helps students integrate their learning over time.
suggested projects by AACU

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We threw out the plan we came with
After hearing President Haring-Smith, team considered a story as a beginning

We threw out the plan we came with

“But I liked my plan”
After hearing President Haring-Smith, team considered a story as a beginning

The team has embraced the system motto for its own and as a guiding light to re-imagine a coherent and connected core: “Above all nations, humanity.” The team wished to reclaim this motto as an act of furthering its vision of revitalization. This will be our guide as we choose our stories (eg “I like the person I’m becoming”) of sacrifice, of generosity, of understanding, of travail, of determination, of insight, of belonging, of reaching out. The team will use this motto as it approaches its action plan below.

We threw out the plan we came with

“But I liked my plan”
A FEW PARTS OF “THE PLAN”
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UH M is preparing to assess itself in all sorts of ways.

- UH M is setting up systems that assess learning in over 90 programs.
- In College of Ed.
- Campus wide Program Review.
- Program assessment results.
- Curricular mapping.
- Time to completion, etc.
- institutionally we are measuring
- enrollments
- time to completion
- program health
- attrition rates
- costs, numbers of faculty
- research dollars
- institutionally we are measuring enrollments
- time to completion
- program health
- attrition rates
- costs, numbers of faculty
- research dollars
But AACU inspires us to go beyond

Much of what we measure points to the need to build a community of learners and scholars

We need to build around a common purpose; find community and relevance

"we need to come together"
IUPUI Principles of Undergraduate Learning

Core Communication and Quantitative Skills
The ability of students to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology and the foundational skills necessary for all IUPUI students to succeed. This set of skills is demonstrated, respectively, by the ability to:
- express ideas and facts to others effectively in a variety of written formats;
- comprehend, interpret, and analyze texts;
- communicate orally in one-on-one and group settings;
- solve problems that are quantitative in nature; and
- make efficient use of information resources and technology for personal and professional needs.

Critical Thinking
The ability of students to analyze information and ideas carefully and logically from multiple perspectives. This skill is demonstrated by the ability of students to:
- analyze complex issues and make informed decisions;
- synthesize information in order to arrive at reasoned conclusions;
- evaluate the logic, validity, and relevance of data;
- use knowledge and understanding in order to generate and explore new questions.

Integration and Application of Knowledge
The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. This skill is demonstrated by the ability of students to apply knowledge to:
- enhance their personal lives;
- meet professional standards and competencies, and;
- further the goals of society.

Intellectual Depth, Breadth, and Adaptiveness
The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems. Intellectual depth describes the demonstration of substantial knowledge and understanding of at least one field of study. Intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines. Adaptiveness is demonstrated by the ability to modify one’s approach to an issue or problem based on the contexts and requirements of particular situations.

Understanding Society and Culture
The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. This skill is demonstrated by the ability to:
- compare and contrast the range of diversity and universality in human history, societies, and ways of life;
- analyze and understand the interconnectedness of global and local concerns, and;
- operate with civility in a complex social world.

Values and Ethics
The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the ability of students to:
- make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of those choices, and;
- recognize the importance of aesthetics in their personal lives and to society.

CSUH graduates will be able to demonstrate that they:
1. Think critically and creatively
2. Solve problems effectively and innovatively
3. Are multi-culturally competent
4. Make ethical and socially responsible decisions
5. Communicate effectively, in writing and speaking
6. Are broadly educated about their own bodies and minds, human society, the physical world, and the legacy of the human civilizations

FOCUSED AND COMPPELLING VISION ~ STANDARD ONE

7. Can reason quantitatively
8. Can demonstrate information literacy
9. Understand the nature of open minded inquiry and manifest it especially with regard to major social and global issues
10. Collaborate with others from vastly different backgrounds
11. Engage in the civic, cultural and economic life of their communities, locally and globally

The CSUH Campus Climate will:
1. Strive to prepare all of its students to realize their goals
2. Be known for services and support that ensure each student the opportunity for success
3. Be composed of students, faculty and staff from vastly different backgrounds
4. Be an inclusive multicultural educational environment
5. Be responsive to students’ unique needs
6. Include an array of activities that promote students’ enjoyment and well-being
7. Be an intentional and multicultural learning community

The Faculty, through their curricula, teaching, and course-related activities will:
1. Offer an academically-rich multicultural learning experience
2. Set and communicate high academic standards and expectations and provide the academic
   and professional opportunities to reach those standards
3. Foster an understanding of the diverse cultural backgrounds of our students and faculty
4. Promote an environment of open-minded inquiry and provide educational opportunities that encourage this approach
5. Offer an education that prepares students for a world of rapid change and increased globalization

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We do have some elements on the institutional level (e.g., NSSE).

And we do have outcomes being written for our CORE.
question: how to validate our vision
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- 15-20 grads from around the nation
question: how to validate our vision

- 15-20 grads from around the nation
- We ask them questions about global trends, economic forces, social issues, environment, science, justice, ethics, etc...
question: how to validate our vision

- 15-20 grads from around the nation
- We ask them questions about global trends, economic forces, social issues, environment, science, justice, ethics, etc...
- Will we detect the Manoa grad? Should we be able to?
What makes the Mānoa experience unique relative to other university experiences? In what distinctive and fundamental manner should students be changed by virtue of their experience with Mānoa? What core values and competencies should students develop by way of the Mānoa Experience? ....

What makes the Mānoa Experience unique is the confluence of geographical, cultural, and historical characteristics of Hawaiʻi and, by extension, Mānoa. Consequently, the social, cultural, and educational experiences provided by Mānoa should incorporate values and competencies that reflect the unique characteristics of our State and University, and the people who make up the diverse population of the State.
we claim the Manoa Experience is built into the core
Institutional Measures:

We will measure our liberal arts core impact at the end of a student’s time with us.
**e-portfolios: an excellent way to measure impact of “our story”**

- **submission 1:** “The person I hope to become”
- **submission 2:** Jr. level writing: How “Who I am becoming” and “What I am learning” compares to freshmen submission
- **submission 3:** Capstone experience submission: “Who have I become?”

In an era where athletes are criticized for huge salaries and ego, how can you not like a guy who says about why he decided to come back to his new-home: “I like the person I’m becoming here.”
Proposal for Partnership

- continue to share with you what progress we make
- but also ask you to have input on what students should learn
- assignment..
  - look at the hallmarks and the “Manoa Experience” as defined in our strategic Proposal
  - look at AACU’s outcomes
  - Read “College Learning”
after looking at the proposal write “will” statements for what you see there

assess how we match up to AACU outcomes

react to the article on “College Learning”

send your response to Krystyna Aune at ....

if we see you were interested in this, we will meet again to discuss what you put together