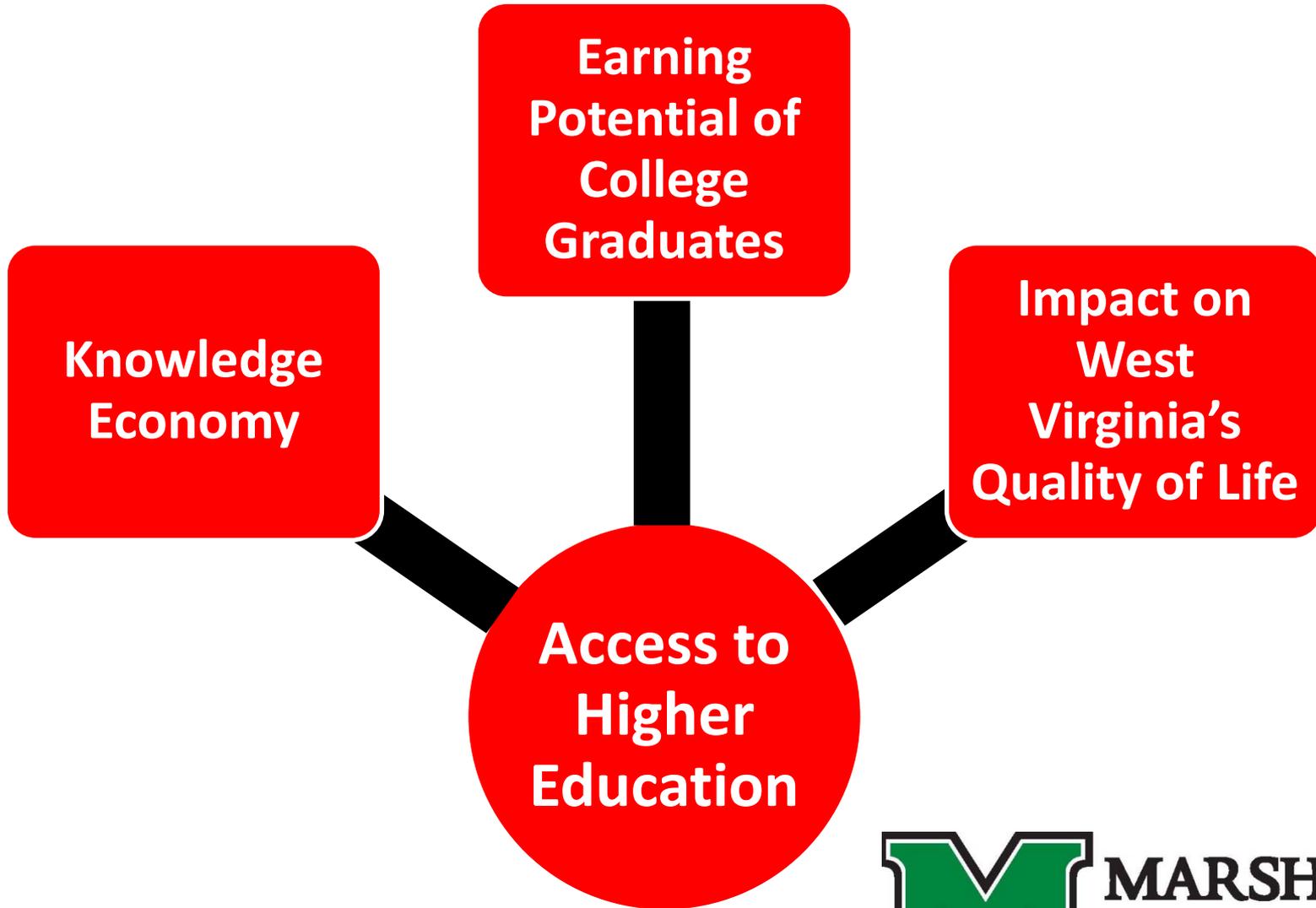




Academic Competencies and the Degree Qualifications Profile

Leading the Way: Compact Planning Forum
Charleston, WV: March 31, 2014

Access



Success

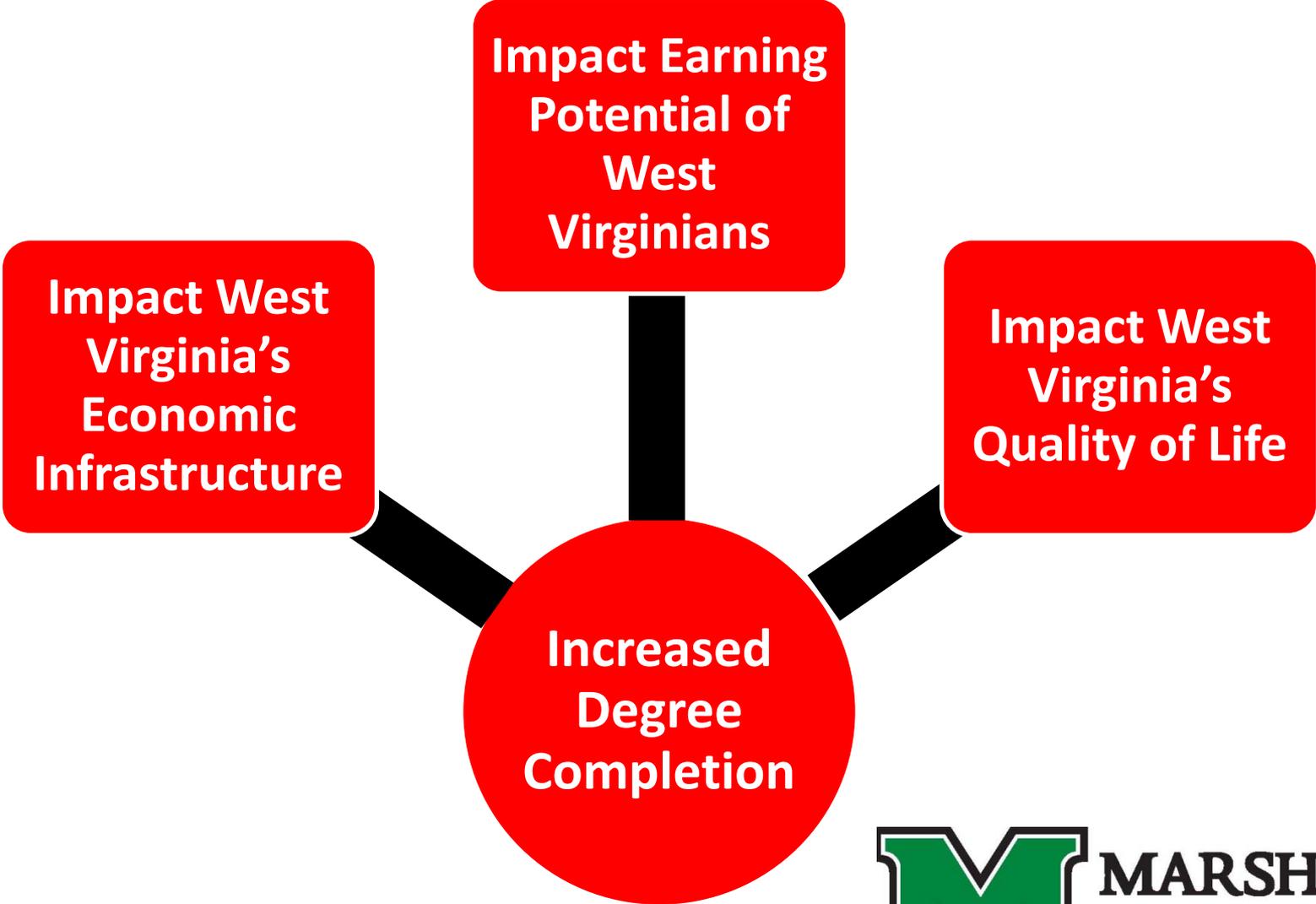
**Degree Completion
not Enough!**

- Graduates must achieve knowledge and skills necessary for success in the 21st century's knowledge economy.

**Barriers to Some
WV Students**

- Less than ideal pre-college preparation
- Significant financial need
- Less than ideal support networks

Impact



Access, Success, and Impact:

Can We Achieve All? Concerns:

**Access:
Pressure to
Increase
Enrollments**

**Larger Number of
Inadequately
Prepared Students
Entering College**

**Impact:
Pressure for
College
Completion**

**Danger of
Lowering
Standards**



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Challenges: Universities Must



Can We Rise to the Challenge?

"It seems to me that the completion engine has hurtled down the track with a lot of states putting in financial rewards and penalties for speeding up completion and cracking down on excess credits. **Then there's the quality engine, still struggling to get out of the shed.**"

Geary Schneider, C., President of the American Association of Colleges and Universities, from Berrett, D. (2014, 19 March). In curricular clashes, completion can vie with quality. *Chronicle of Higher Education*.



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National Initiative to Address the Challenge

**Lumina
Foundation**

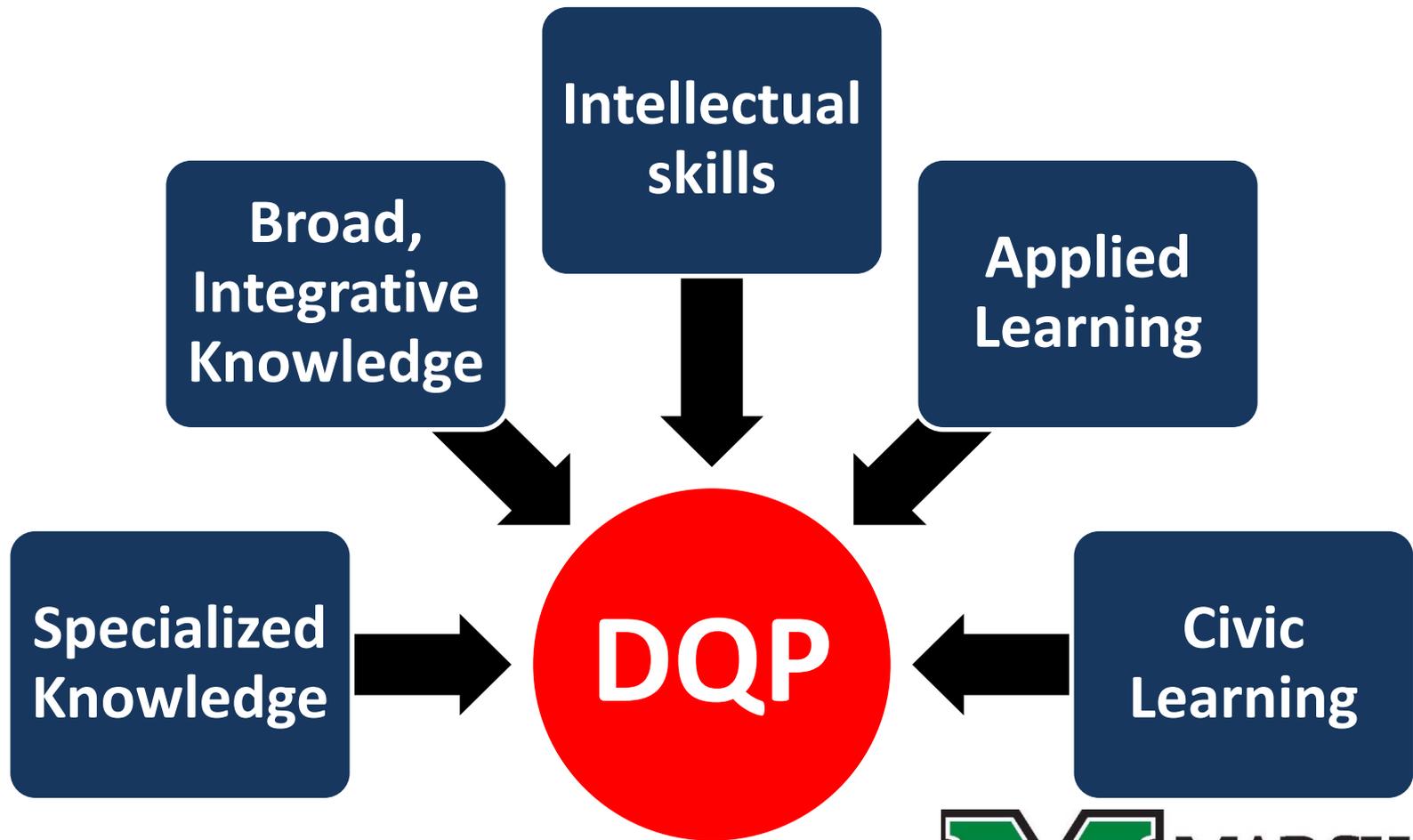
**“Identified Need
for Tool to
Transform U.S.
Higher Education”**

**Developed
Degree
Qualifications
Profile (DQP)**



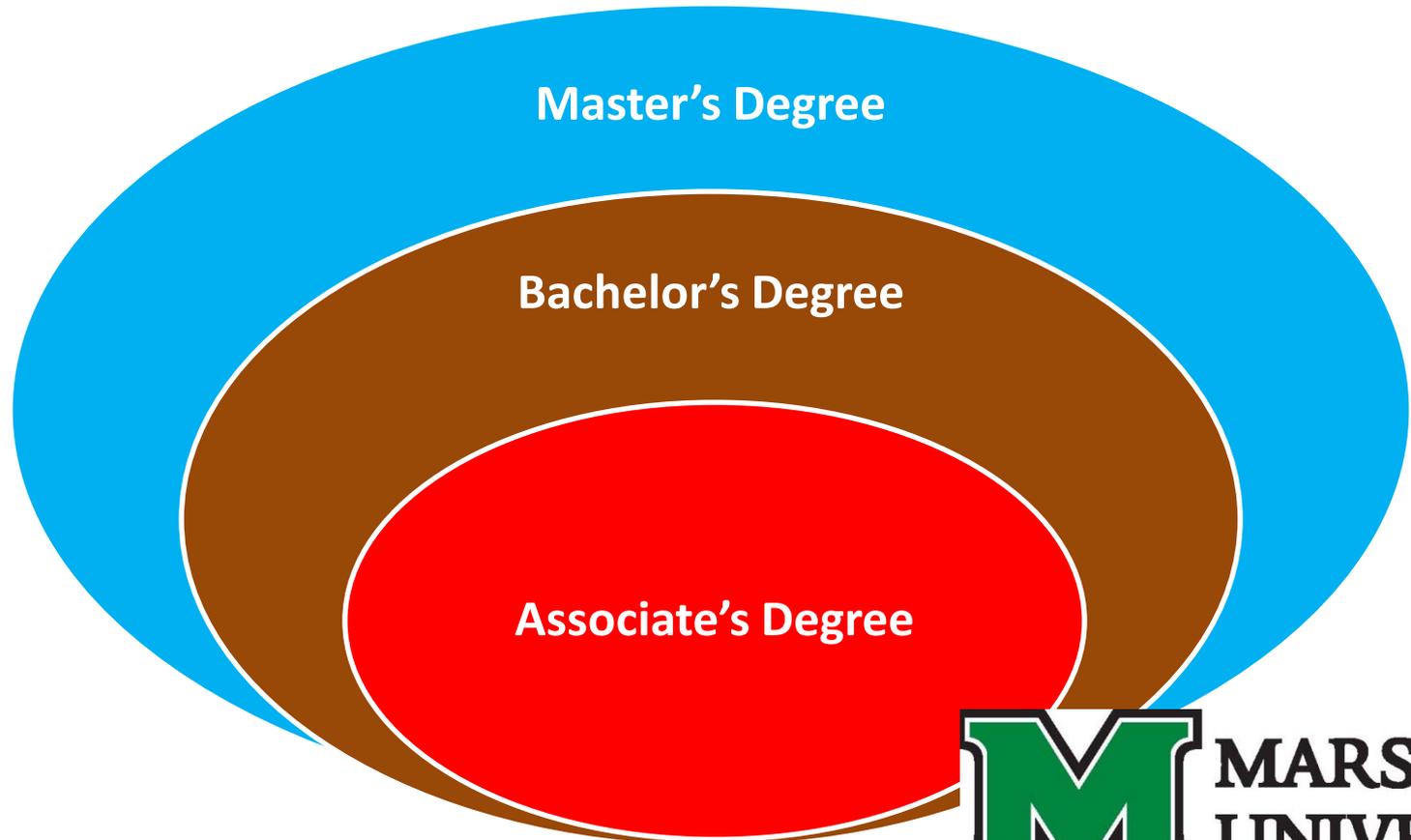
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DQP Identified Broad Areas of Learning



**DQP Articulated Rigorous Degree-Appropriate
Learning Outcomes/Competencies
at Each Degree Level for Each Area of Learning**

Outcomes/Competencies



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Specialized Knowledge

Knowledge acquired in a specialized field of study

Describes the scope and principal features of the field of study, citing core theories and practices, and offers a similar explication of a related field.

Illustrates the field's current terminology.

Generates substantially error-free products exhibits, or performances in the field.

Defines and explains the boundaries, divisions, styles and practices of the field.

Defines and properly uses the principal terms in the field, both historical and contemporaneous.

Demonstrates fluency in the use of tools, technologies and methods in the field.

Evaluates, clarifies and frames a complex question or challenge using perspectives and scholarship from the student's major field and at least one other.

Constructs a project related to a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques.

Constructs a summative project, paper or practice-based performance that draws on current research, scholarship and/or techniques in the field.

Elucidates the major theories, research methods and approaches to inquiry, and/or schools of practice in the field; articulates relevant sources; and illustrates their relationship to allied fields.

Assesses the contributions of major figures and organizations in the field; describes its major methodologies and practices; and implements at least two such methodologies and practices through projects, papers, exhibits or performances.

Articulates major challenges involved in practicing the field, elucidates its leading edges, and delineates its current limits with respect to theory, knowledge and practice.

Initiates, assembles, arranges and reformulates ideas, concepts, designs and techniques in carrying out a project directed at a challenge in the field beyond conventional boundaries.

At the Associate level, the student

At the Bachelor's level, the student

the student

Marshall University: Opportunity

HLC Invited
Marshall to
join Open
Pathways
Cohort 3

Charge: Test
the DQP

Opportunity
to Refine
Assessment
Practices

Opportunity
to Develop
Marshall
Degree
Profile



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Why Marshall Degree Profile?

Outcomes must Support
Marshall's Mission and
Answer Question,

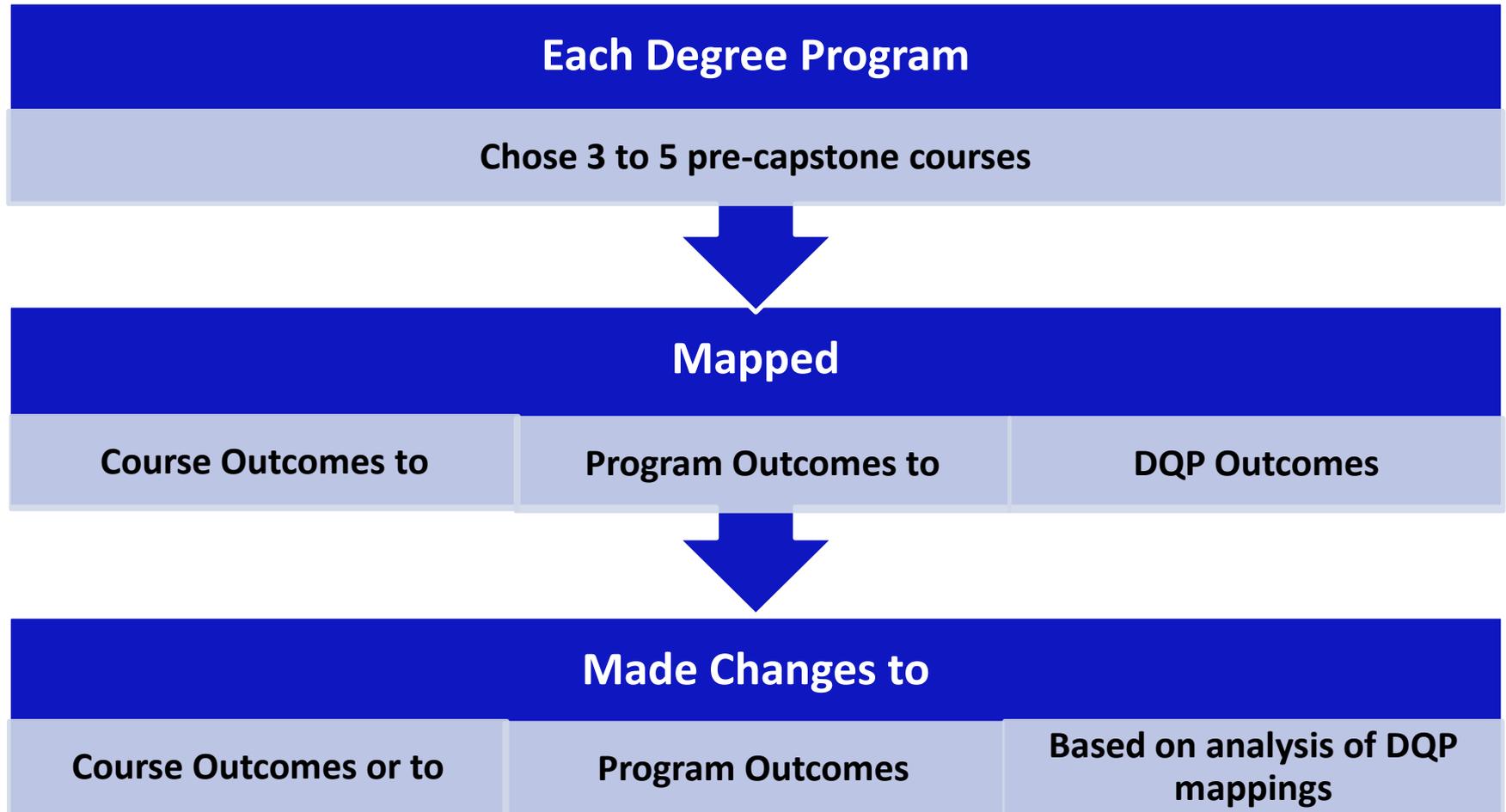
“What is the Meaning of a
Marshall University Degree?”
– President Stephen J. Kopp

Nationally Recognized
Rigorous
Outcomes/Competencies



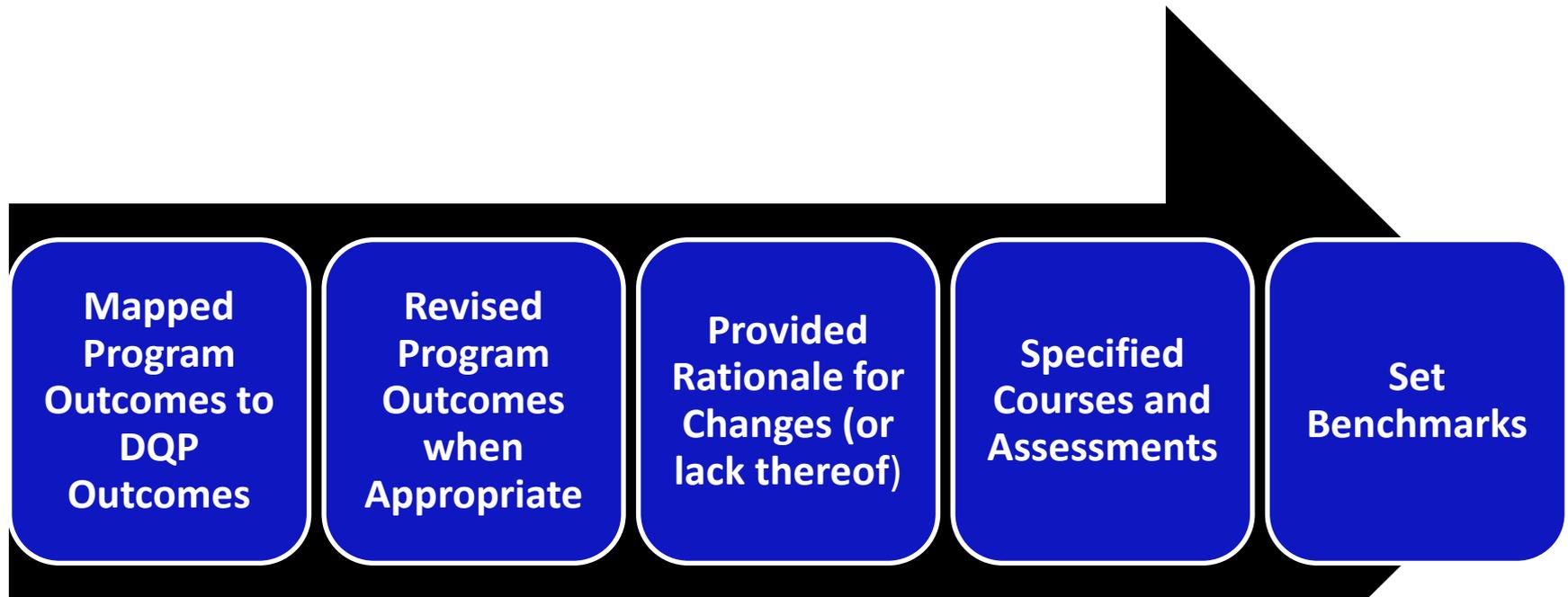
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Marshall's Process: Activity 1: Degree Programs



Activity 2: Degree Programs: Step 1

- Refined assessment plans



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Activity 2: Degree Programs: Steps 2 and 3

**Provided Feedback
Regarding DQP**

**Developed Rubrics for
Outcomes**



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Activity 1: General Education

Marshall Domains of Thinking: Interdisciplinary faculty

Examined Domains

Examined DQP Areas of Learning

Suggested Revisions to Marshall Domains

Developed Rubrics

Used Bloom's Taxonomy and DQP to Develop Increasingly Cognitively Challenging Outcomes at Each Performance Level



The Revision of Marshall's Core Domains of Critical Thinking

DQP Area of Learning	Original Marshall Domains	Revised Marshall Domains
Intellectual Skills: Communication Fluency	Oral/Written/Visual Communication	Communication Fluency
None	Aesthetic/Artistic Thinking	Creative Thinking
Civic Learning	Ethical/Social/ Historical Thinking	Ethical and Civic Thinking
Intellectual Skills: Use of Information Resources	Information/Technical Literacy	Information Literacy
Broad, Integrative Knowledge	None	Integrative Thinking
Intellectual Skills: Engaging Diverse Perspectives	Multicultural/International Thinking	Intercultural Thinking
Intellectual Skills: Analytic Inquiry	Scientific Thinking	Inquiry Based Thinking
None	None	Metacognitive Thinking
Intellectual Skills: Quantitative Fluency	Abstract/Mathematical Thinking	Quantitative Thinking
Applied Learning	None	None
Specialized Knowledge	None	None

Marshall's Baccalaureate Degree Profile

January
2013

- **Marshall's Faculty Senate approved Baccalaureate Degree Profile**

Full Text of
Proposal

- www.marshall.edu/assessment/Resources/degreeprofilerationale.pdf

Domains,
Outcomes,
Rubrics

- www.marshall.edu/assessment/LearningOutcomes.aspx



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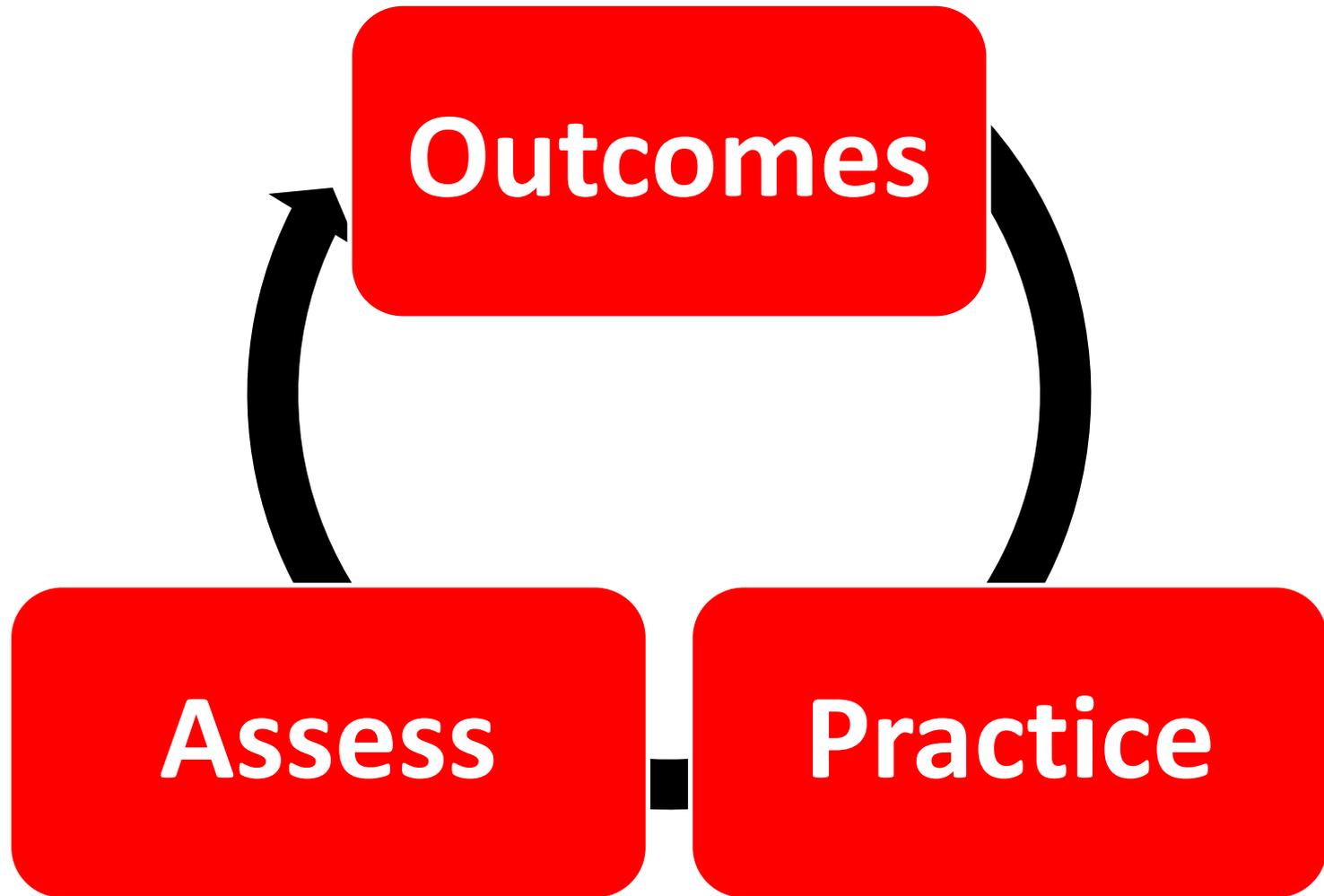
Domains of Critical Thinking	Learning Outcomes
<u>Communication Fluency</u>	Students will develop cohesive oral, written, and visual communications tailored to specific audiences.
<u>Creative Thinking</u>	Students will outline multiple divergent solutions to a problem, develop and explore risky or controversial ideas, and synthesize ideas/expertise to generate ideas.
<u>Ethical and Civic Thinking</u>	Students will determine the origins of core beliefs and ethical principles, evaluate the ethical basis of professional rules and standards of conducts, evaluate how academic theories and public policy inform one another to support civic well-being, and analyze complex ethical problems to address competing interests.
<u>Information Literacy</u>	Students will revise their search strategies to find appropriate research tools, integrate relevant information from reliable sources, question and evaluate the complexity of the information environment, and use information in an ethical manner.
<u>Inquiry Based Thinking</u>	Students will formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions.
<u>Integrative Thinking</u>	Students will make connections and transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations.
<u>Intercultural Thinking</u>	Students will evaluate generalizations about cultural groups, analyze how cultural beliefs might affect communication across cultures, evaluate how specific approaches to global issues will affect multiple cultural communities, and untangle competing economic, religious, social, or geographical interests of cultural groups in conflict.
<u>Metacognitive Thinking</u>	Students will evaluate the effectiveness of their project plan or strategy to determine the degree of their improvement in knowledge and skills.
<u>Quantitative Thinking</u>	Students will analyze real-world problems quantitatively, formulate plausible estimates, assess the validity of visual representations of quantitative information, and differentiate valid from questionable statistical conclusions.

Ethical and Civic Thinking

Learning Outcome: Students will **determine** the origins of core beliefs and ethical principles, **evaluate** the ethical basis of professional rules and standards of conduct, **evaluate** how academic theories and public policy inform one another to support civic well-being, and **analyze** complex ethical problems to address competing interests.

Traits / Performance Levels	Introductory	Milestone	Capstone	Advanced
Ethical Self Awareness	Identifies one's core beliefs and ethical principles.	Relates one's core beliefs and ethical principles to key life experiences (family, socio-economic background, traumas, gender, ethnic/racial/national traditions, etc.).	Determines origins of one's core beliefs and ethical principles.	Modifies one's core beliefs and ethical principles based on analysis of the perspectives and experiences of others.
Professional Rules and Standards of Conduct	Names basic professional rules and standards of conduct.	Applies specific professional rules and standards of conduct for a particular profession.	Evaluates the ethical basis of specific professional rules and standards of conduct for a particular profession.	Recommends new professional rules and standards of conduct for a particular profession.
Civic Well Being	Describes how a range of professions contributes to the public good. Describes how the public good drives the need for certain professions.	Connects trends in one's own academic field to changes in civic wellbeing.	Evaluates academic theories in the light of concrete experience in the community. Evaluates public policy and community planning in the light of academic theories.	Creates new, more accurate explanations for social problems on the basis of ongoing, discipline-specific civic involvement.
Complex Ethical Issues	Names a range of basic and obvious ethical issues.	Defines a specific ethical problem and relates it to its larger context.	Analyzes a complex ethical problem in order to determine the unique features of the situation and address any competing interests.	Evaluates and prioritizes competing interests, theories, and evidence to make a decision or recommendation about a complex ethical problem.

Importance of Pedagogy: Fink (2003)



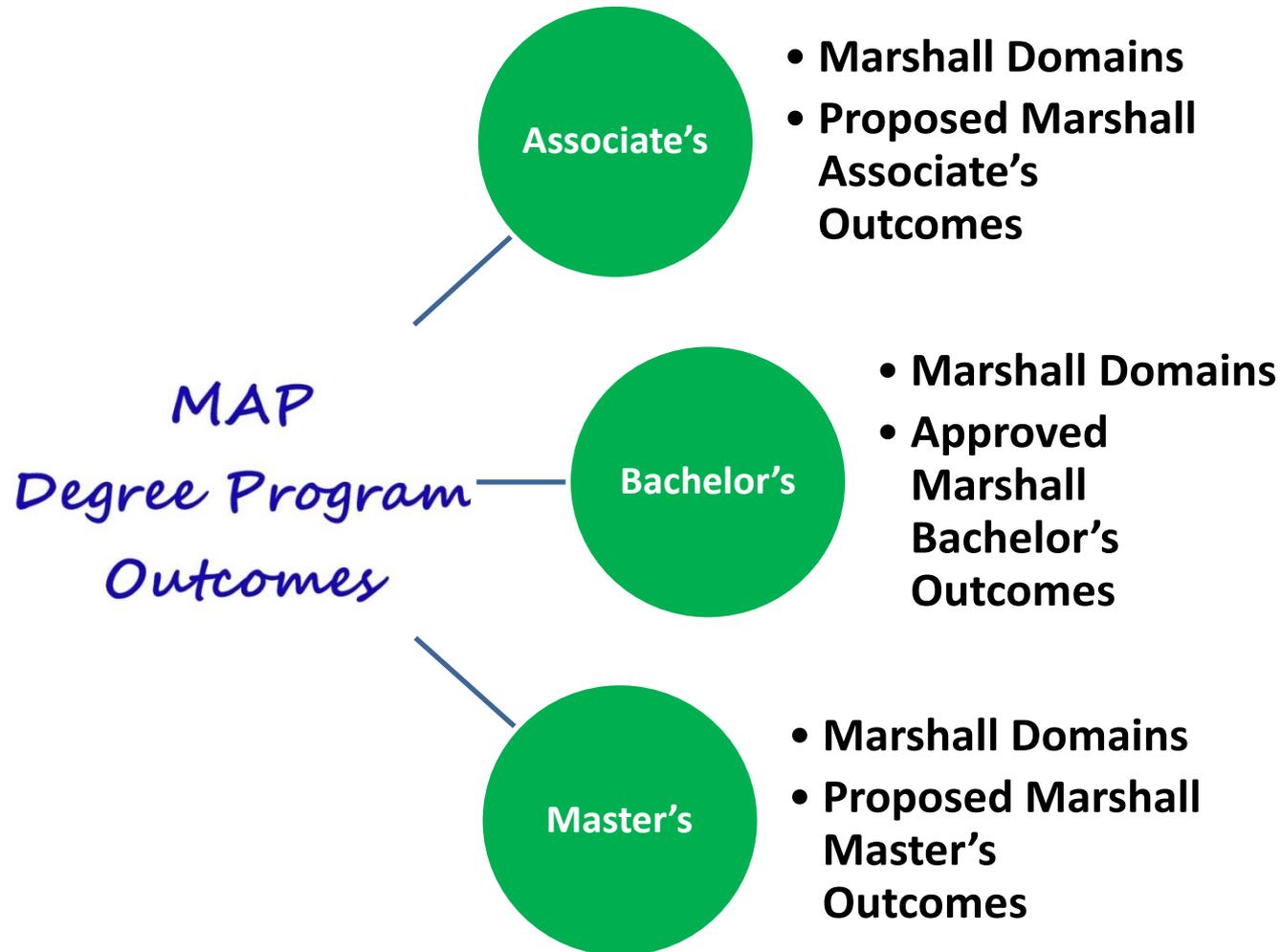
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Included in Marshall University's Master Syllabus Template

The table below shows the following relationships: How each student learning outcomes will be practiced and assessed in the course.

Course Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course
Students will . . .	[list relevant learning activities here – e.g. group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations, etc.]	[list assessments—exam questions, papers, projects presentations—that evaluate mastery of this particular outcome]
Students will		

Continuous Improvement: Work in Progress

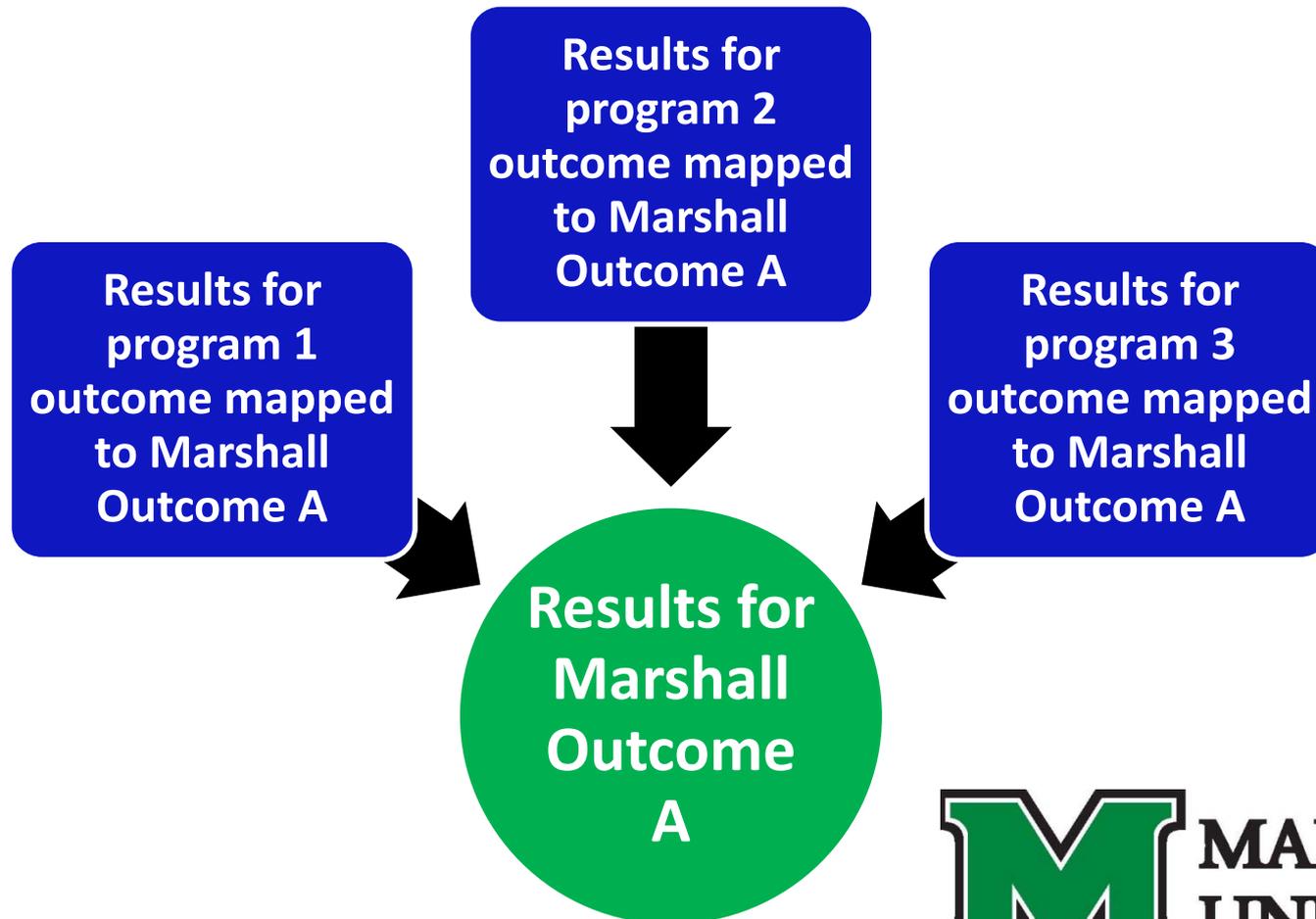


Creative Thinking

Essential Traits	Performance/Degree Level Outcomes			
	Introductory Level	Associate's Degree Level	Bachelor's Degree Level	Master's Degree Level
Ambiguities & Possibilities	Identifies the ambiguities and multiple factors of a complex problem.	Unpacks and analyzes the ambiguities and multiple factors of a complex problem.	Imagines and outlines multiple divergent solutions	Designs, models or enacts multiple divergent solutions.
Risk Taking	Locates and interprets examples of constructive failure using historical or contemporary sources.	Reflects upon and determines the value of one's own practical or intellectual failures.	Deliberately develops and explores risky or controversial ideas.	Implements risky or controversial ideas.
Innovation	Locates and interprets examples of novel ideas, forms and methods.	Imagines and experiments with novel ideas, forms and methods.	Reformulates or recombines seemingly unrelated ideas and methods to generate an innovation or novel artifact.	Tests the boundaries of disciplinary or cultural practices through innovations.

Continuous Improvement: Future Plans

- Results for program outcomes mapped to specific university outcomes will be aggregated across programs.



Continuous Improvement: Future Plans

Analyze graduate mappings

Examine reasons for lack of mapping to specific domains/outcomes

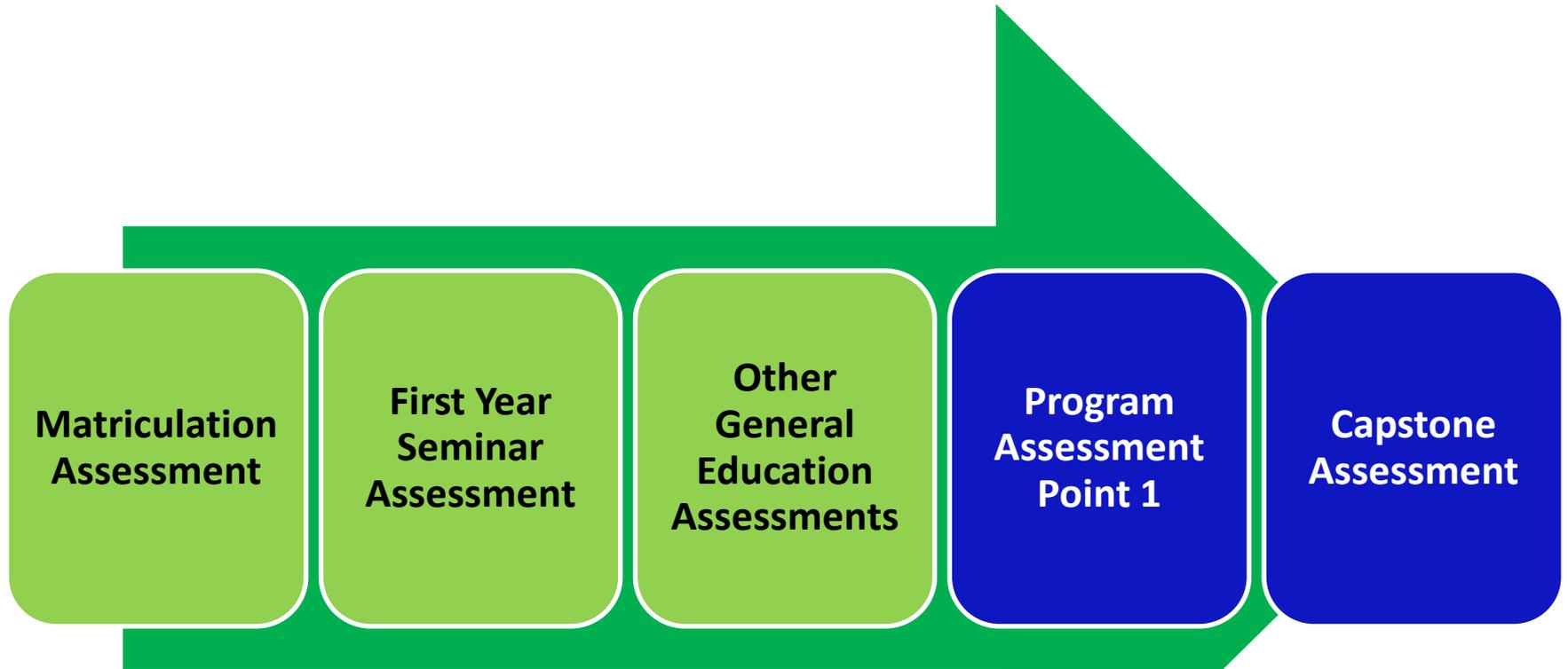
Examine suggestions for additional outcomes

Develop proposed Master's Degree Profile

Work for approval through Marshall's governance structure

Impact

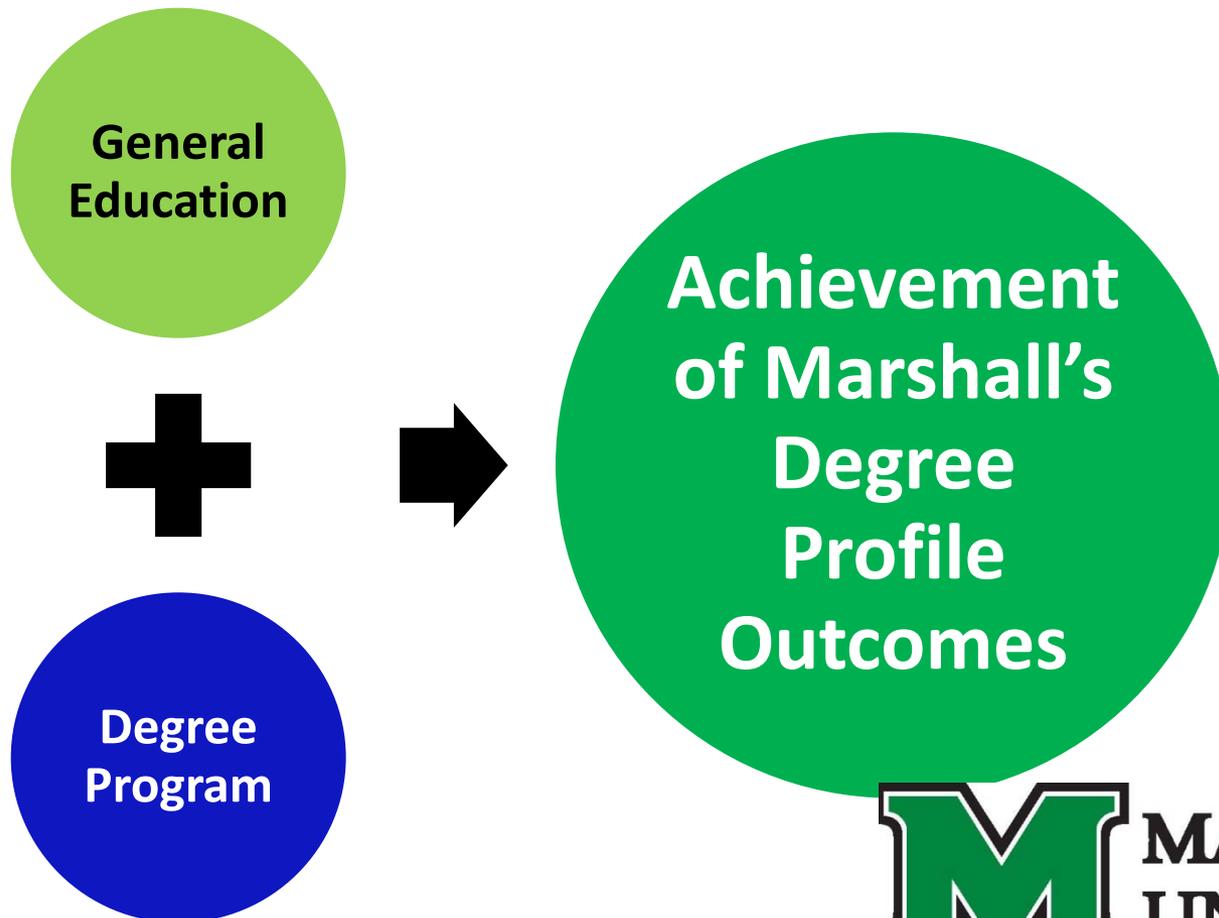
- Evaluate results of:



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Impact

- Student Performance in



Potential Impact on West Virginia

**Rigorous
Outcomes/Standards**

**Graduates Ready to
Meet 21st Century
Challenges**

**Positive Impact on
the Quality of Life in
West Virginia**



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Links

- Lumina Foundation: www.luminafoundation.org
- Lumina Foundation's Degree Qualifications Profile (DQP) – BETA Version:
[www.luminafoundation.org/newsroom/topics.html? stopic=4](http://www.luminafoundation.org/newsroom/topics.html?stopic=4)
- Marshall's Open Pathways Webpage:
www.marshall.edu/hlccopenpathways
- Marshall's Assessment Webpage:
www.marshall.edu/assessment



References

- **Adelman, C., Ewell, P., Gaston, P., & Geary Schneider, C. (2011).** *The degree qualifications profile*, Indianapolis, IN: Lumina Foundation for Education, Inc.
- **Berrett, D. (2014, 19 March).** In curricular clashes, completion can vie with quality. *Chronicle of Higher Education*.
- **Fink, L. D. (2003).** *Creating significant learning experiences: An integrated approach to designing college courses (1st Ed)*. San Francisco, CA: Jossey-Bass.

