Academic Competencies and the Degree Qualifications Profile

Leading the Way: Compact Planning Forum
Charleston, WV: March 31, 2014
Access to Higher Education

Earning Potential of College Graduates

Knowledge Economy

Impact on West Virginia’s Quality of Life
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

Impact Earning Potential of West Virginians

Impact West Virginia’s Economic Infrastructure

Increased Degree Completion

Impact West Virginia’s Quality of Life
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
Challenges: Universities Must

Provide support for ALL students to achieve

SUCCESS = Well Defined, Rigorous Competencies (Outcomes)
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."

National Initiative to Address the Challenge

Lumina Foundation

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

Developed Degree Qualifications Profile (DQP)
DQP Identified Broad Areas of Learning

- Intellectual skills
- Broad, Integrative Knowledge
- Applied Learning
- Specialized Knowledge
- Civic Learning
DQP Articulated Rigorous Degree-Appropriate Learning Outcomes/Competencies at Each Degree Level for Each Area of Learning
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.
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
Why Marshall Degree Profile?


Nationally Recognized Rigorous Outcomes/Competencies
Marshall’s Process:
Activity 1: Degree Programs

Each Degree Program
Chose 3 to 5 pre-capstone courses

Mapped
Course Outcomes to Program Outcomes to DQP Outcomes

Made Changes to
Course Outcomes or to Program Outcomes Based on analysis of DQP mappings
Activity 2: Degree Programs: Step 1

- Refined assessment plans

- Mapped Program Outcomes to DQP Outcomes
- Revised Program Outcomes when Appropriate
- Provided Rationale for Changes (or lack thereof)
- Specified Courses and Assessments
- Set Benchmarks
Activity 2: Degree Programs: Steps 2 and 3

- Provided Feedback Regarding DQP
- Developed Rubrics for Outcomes
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

<table>
<thead>
<tr>
<th>DQP Area of Learning</th>
<th>Original Marshall Domains</th>
<th>Revised Marshall Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Skills: Communication Fluency</td>
<td>Oral/Written/Visual Communication</td>
<td>Communication Fluency</td>
</tr>
<tr>
<td>None</td>
<td>Aesthetic/Artistic Thinking</td>
<td>Creative Thinking</td>
</tr>
<tr>
<td>Civic Learning</td>
<td>Ethical/Social/ Historical Thinking</td>
<td>Ethical and Civic Thinking</td>
</tr>
<tr>
<td>Intellectual Skills: Use of Information Resources</td>
<td>Information/Technical Literacy</td>
<td>Information Literacy</td>
</tr>
<tr>
<td>Broad, Integrative Knowledge</td>
<td>None</td>
<td>Integrative Thinking</td>
</tr>
<tr>
<td>Intellectual Skills: Engaging Diverse Perspectives</td>
<td>Multicultural/International Thinking</td>
<td>Intercultural Thinking</td>
</tr>
<tr>
<td>Intellectual Skills: Analytic Inquiry</td>
<td>Scientific Thinking</td>
<td>Inquiry Based Thinking</td>
</tr>
<tr>
<td>None</td>
<td>None</td>
<td>Metacognitive Thinking</td>
</tr>
<tr>
<td>Intellectual Skills: Quantitative Fluency</td>
<td>Abstract/Mathematical Thinking</td>
<td>Quantitative Thinking</td>
</tr>
<tr>
<td>Applied Learning</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Specialized Knowledge</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
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
<table>
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<th>Domains of Critical Thinking</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>Communication Fluency</strong></td>
<td>Students will <strong>develop</strong> cohesive oral, written, and visual communications <strong>tailored</strong> to specific audiences.</td>
</tr>
<tr>
<td><strong>Creative Thinking</strong></td>
<td>Students will <strong>outline</strong> multiple divergent solutions to a problem, <strong>develop</strong> and <strong>explore</strong> risky or controversial ideas, and <strong>synthesize</strong> ideas/expertise to <strong>generate</strong> ideas.</td>
</tr>
<tr>
<td><strong>Ethical and Civic Thinking</strong></td>
<td>Students will <strong>determine</strong> the origins of core beliefs and ethical principles, <strong>evaluate</strong> the ethical basis of professional rules and standards of conduct, <strong>evaluate</strong> how academic theories and public policy inform one another to support civic well-being, and <strong>analyze</strong> complex ethical problems to address competing interests.</td>
</tr>
<tr>
<td><strong>Information Literacy</strong></td>
<td>Students will <strong>revise</strong> their search strategies to find appropriate research tools, <strong>integrate</strong> relevant information form reliable sources, <strong>question</strong> and <strong>evaluate</strong> the complexity of the information environment, and <strong>use</strong> information in an ethical manner.</td>
</tr>
<tr>
<td><strong>Inquiry Based Thinking</strong></td>
<td>Students will <strong>formulate</strong> focused questions and hypotheses, <strong>evaluate</strong> existing knowledge, <strong>collect</strong> and <strong>analyze</strong> data, and <strong>draw</strong> justifiable conclusions.</td>
</tr>
<tr>
<td><strong>Integrative Thinking</strong></td>
<td>Students will <strong>make connections</strong> and <strong>transfer skills</strong> and <strong>learning</strong> among varied disciplines, domains of thinking, experiences, and situations.</td>
</tr>
<tr>
<td><strong>Intercultural Thinking</strong></td>
<td>Students will <strong>evaluate</strong> generalizations about cultural groups, <strong>analyze</strong> how cultural beliefs might affect communication across cultures, <strong>evaluate</strong> how specific approaches to global issues will affect multiple cultural communities, and <strong>untangle</strong> competing economic, religious, social, or geographical interests of cultural groups in conflict.</td>
</tr>
<tr>
<td><strong>Metacognitive Thinking</strong></td>
<td>Students will <strong>evaluate</strong> the effectiveness of their project plan or strategy to determine the degree of their improvement in knowledge and skills.</td>
</tr>
<tr>
<td><strong>Quantitative Thinking</strong></td>
<td>Students will <strong>analyze</strong> real-world problems quantitatively, <strong>formulate</strong> plausible estimates, <strong>assess</strong> the validity of visual representations of quantitative information, and <strong>differentiate</strong> valid from questionable statistical conclusions.</td>
</tr>
</tbody>
</table>
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.

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

Outcomes

Assess -> Practice

Practice -> Assess
**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.

<table>
<thead>
<tr>
<th>Course Student Learning Outcomes</th>
<th>How students will practice each outcome in this Course</th>
<th>How student achievement of each outcome will be assessed in this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will ...</td>
<td>[list relevant learning activities here – e.g., group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations, etc.]</td>
<td>[list assessments—exam questions, papers, projects, presentations—that evaluate mastery of this particular outcome]</td>
</tr>
<tr>
<td>Students will</td>
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</table>
Continuous Improvement: Work in Progress

- Associate’s
  - Marshall Domains
  - Proposed Marshall Associate’s Outcomes

- Bachelor’s
  - Marshall Domains
  - Approved Marshall Bachelor’s Outcomes

- Master’s
  - Marshall Domains
  - Proposed Marshall Master’s Outcomes

MAP
Degree Program
Outcomes
## Creative Thinking

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

- Results for program outcomes mapped to specific university outcomes will be aggregated across programs.
Continuous Improvement: Future Plans

1. Analyze graduate mappings
2. Examine reasons for lack of mapping to specific domains/outcomes
3. Examine suggestions for additional outcomes
4. Develop proposed Master’s Degree Profile
5. Work for approval through Marshall’s governance structure
Impact

• Evaluate results of:

- Matriculation Assessment
- First Year Seminar Assessment
- Other General Education Assessments
- Program Assessment Point 1
- Capstone Assessment
Impact

• Student Performance in General Education Degree Program

Achievement of Marshall’s Degree Profile Outcomes
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
Links

• Lumina Foundation: www.luminafoundation.org

• Lumina Foundation’s Degree Qualifications Profile (DQP) – BETA Version: www.luminafoundation.org/newsroom/topics.html?_stopic=4

• Marshall’s Open Pathways Webpage: www.marshall.edu/hlcopenpathways

• Marshall’s Assessment Webpage: www.marshall.edu/assessment
References

