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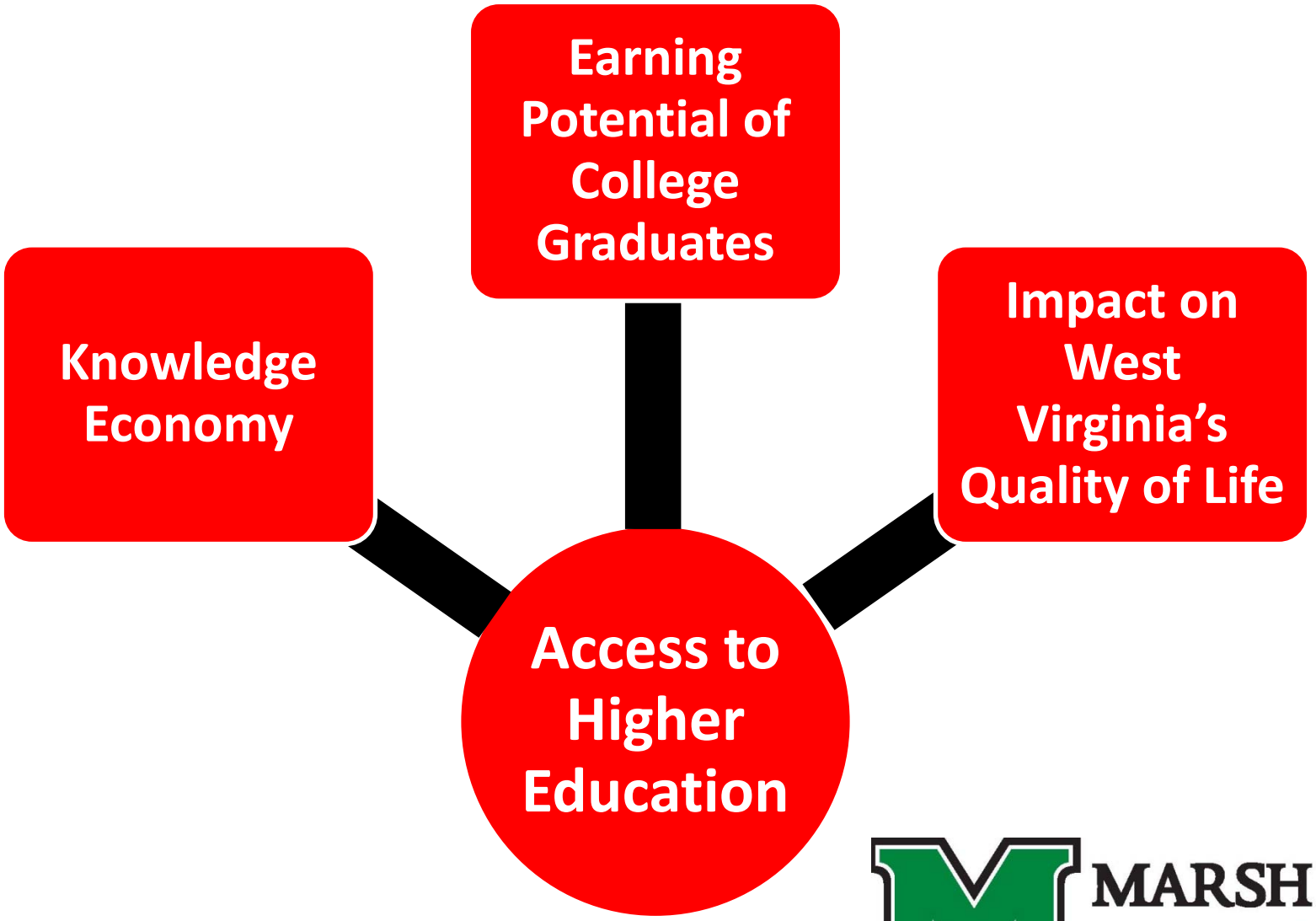
Academic Competencies and the Degree Qualifications Profile

Leading the Way: Compact Planning Forum

Charleston, WV: March 31, 2014

Access



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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

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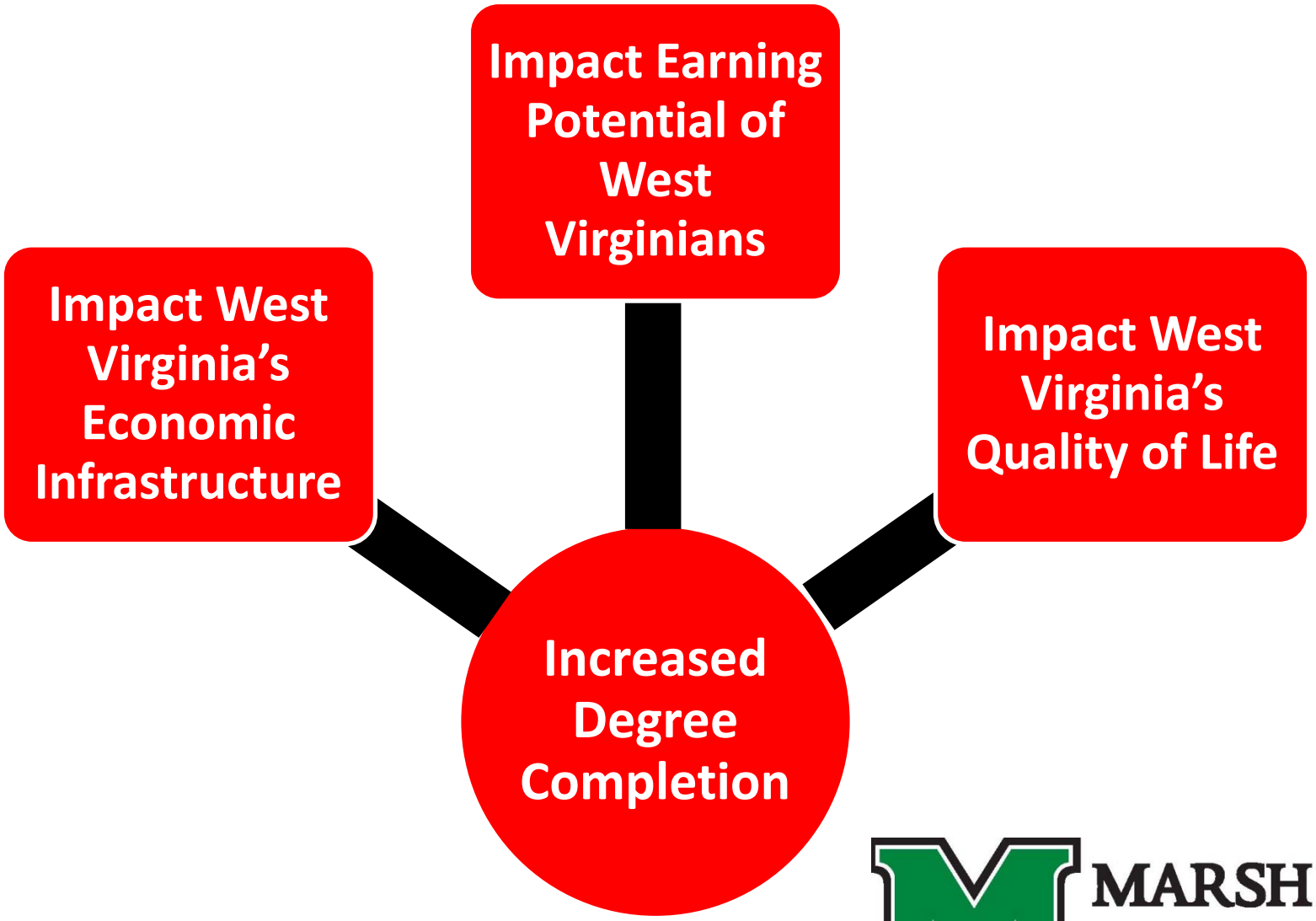
Impact



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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

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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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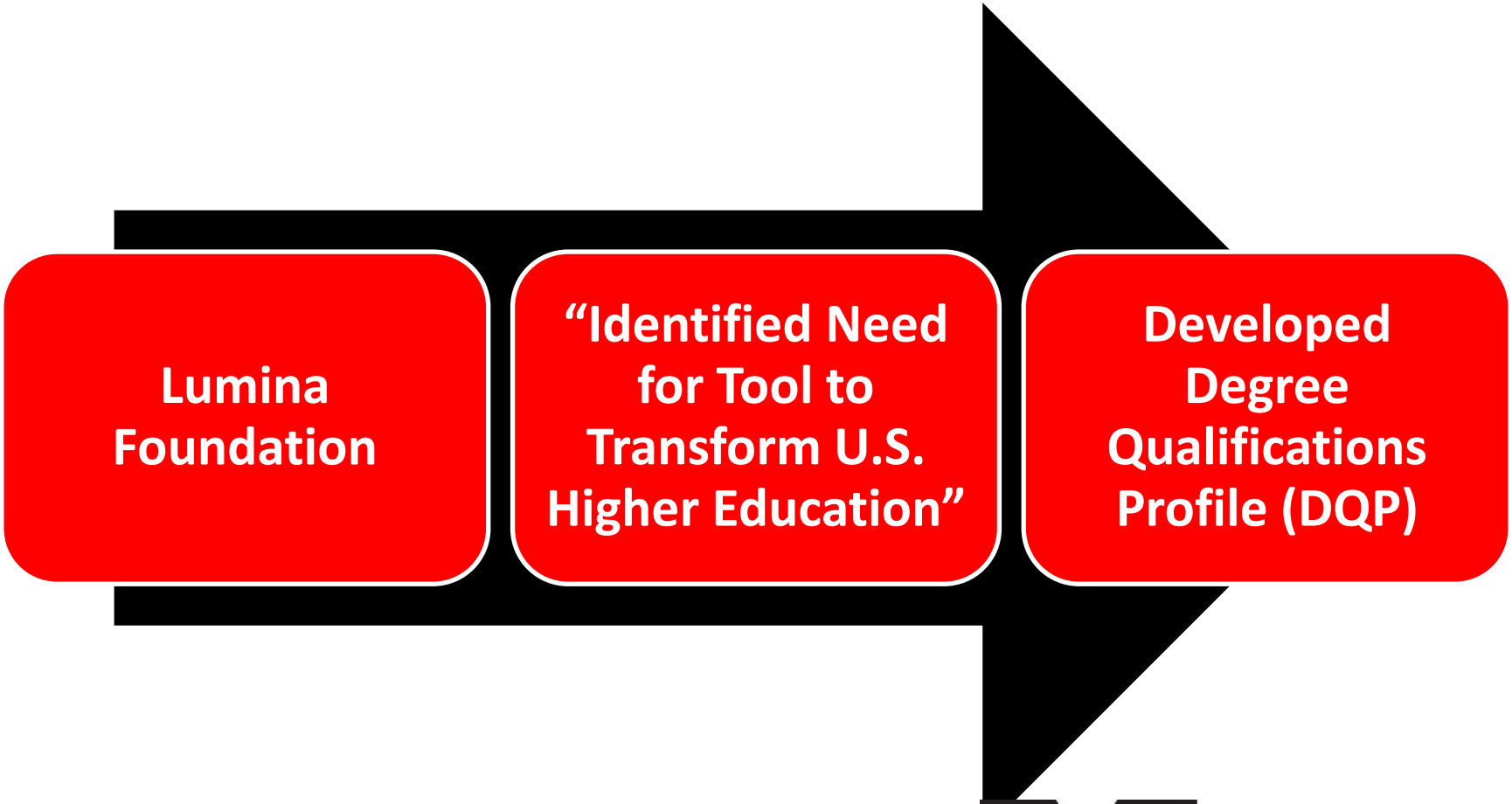
National Initiative to Address the Challenge



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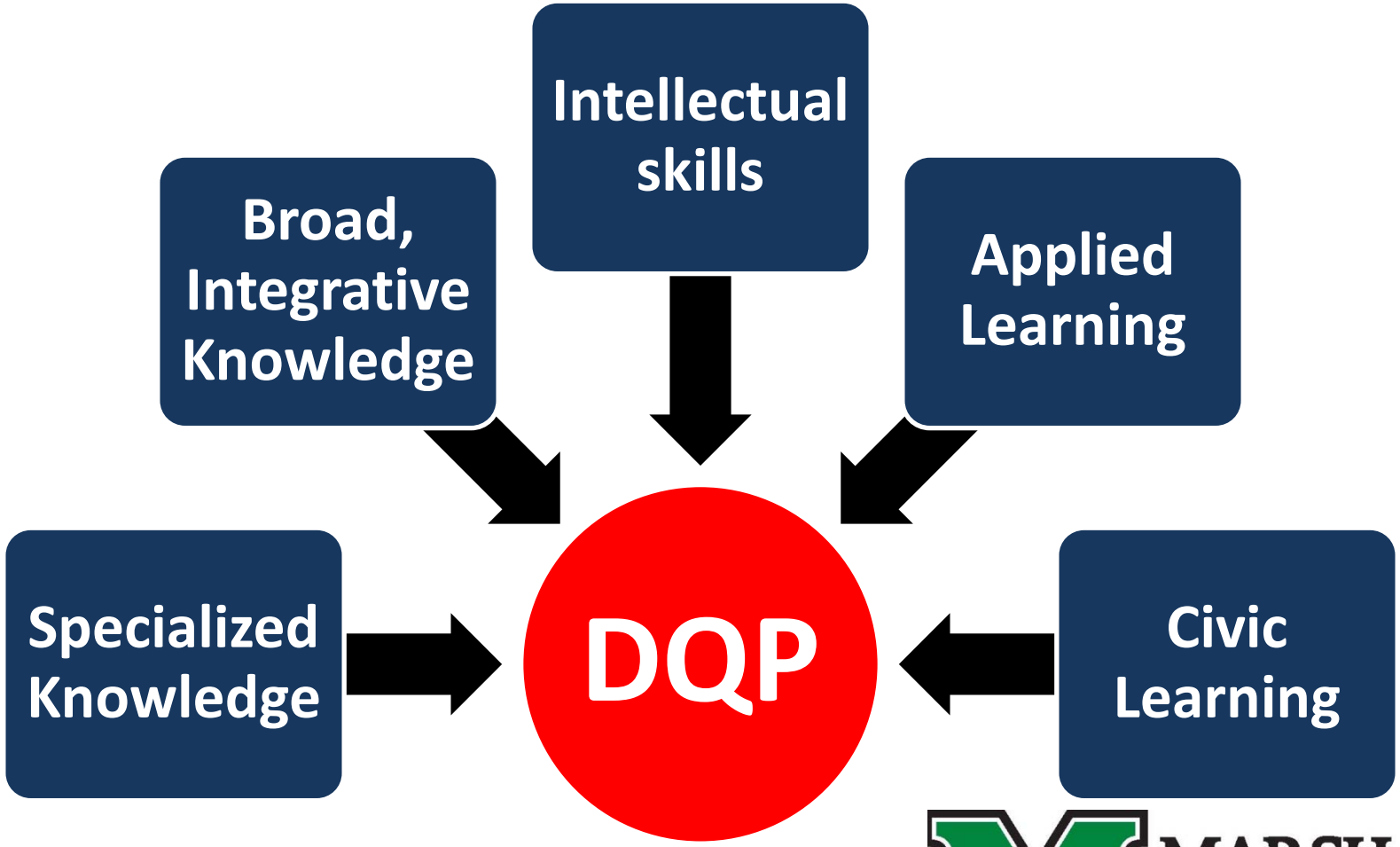
DQP Identified Broad Areas of Learning



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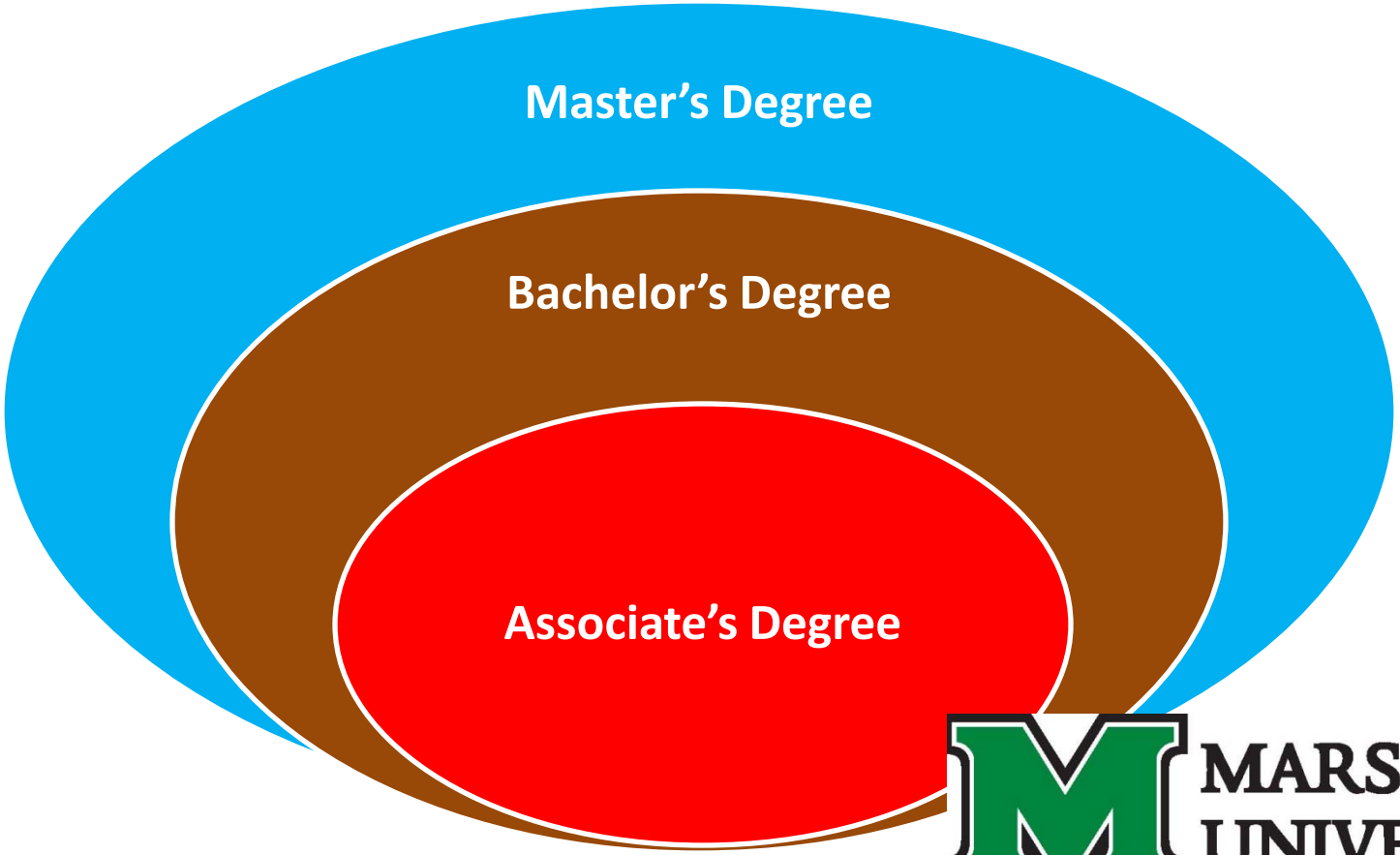
DQP Articulated Rigorous Degree-Appropriate Learning Outcomes/Competencies

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

At the Associate level, the student

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.

At the Bachelor's level, the student

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.

At the Master's level, the student

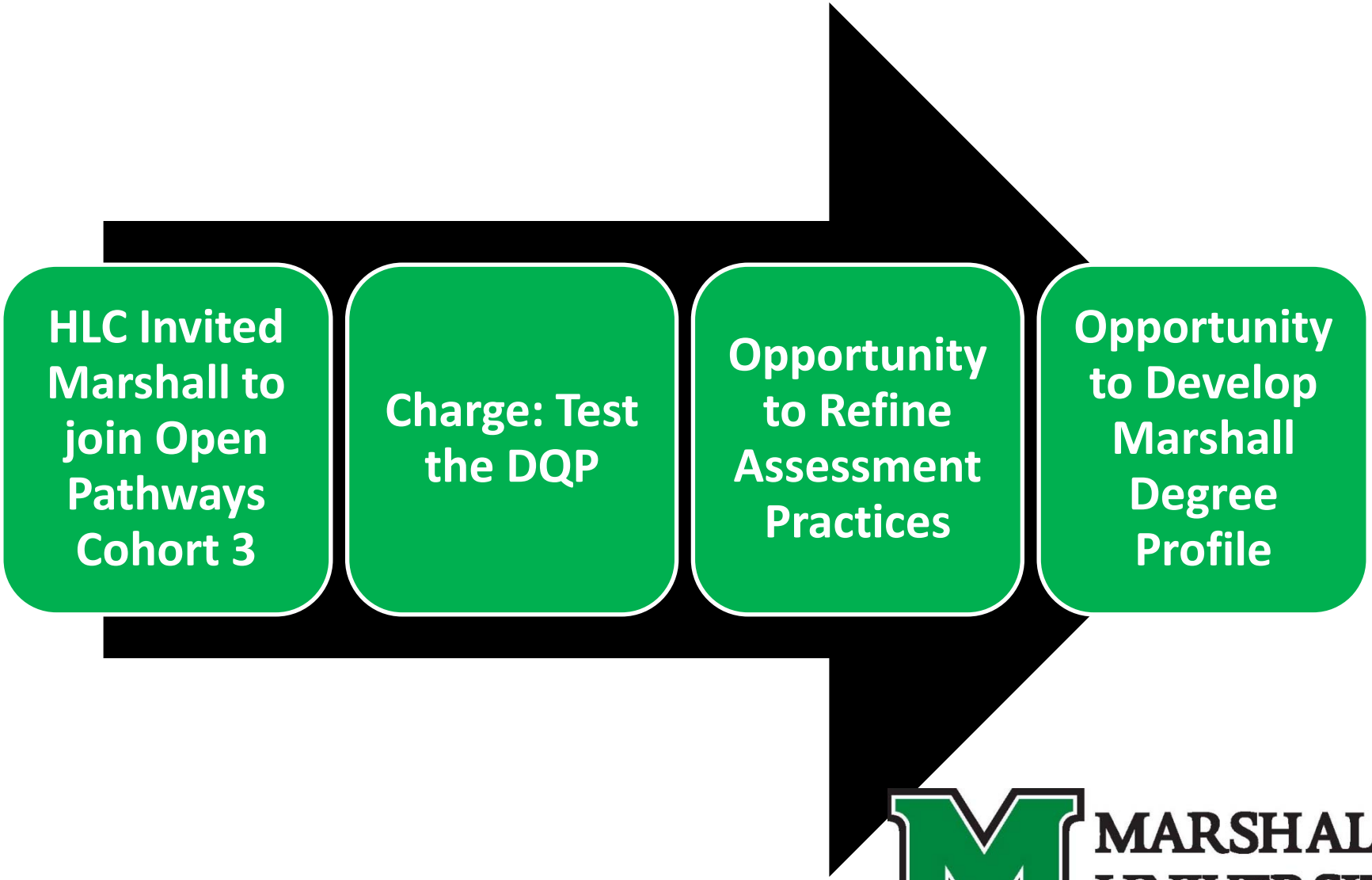
Elucidates the major theories, research methods and approaches to inquiry, and/or schools of practice in the field; articulates relevant sources; and illustrates their relationship to allied fields.

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



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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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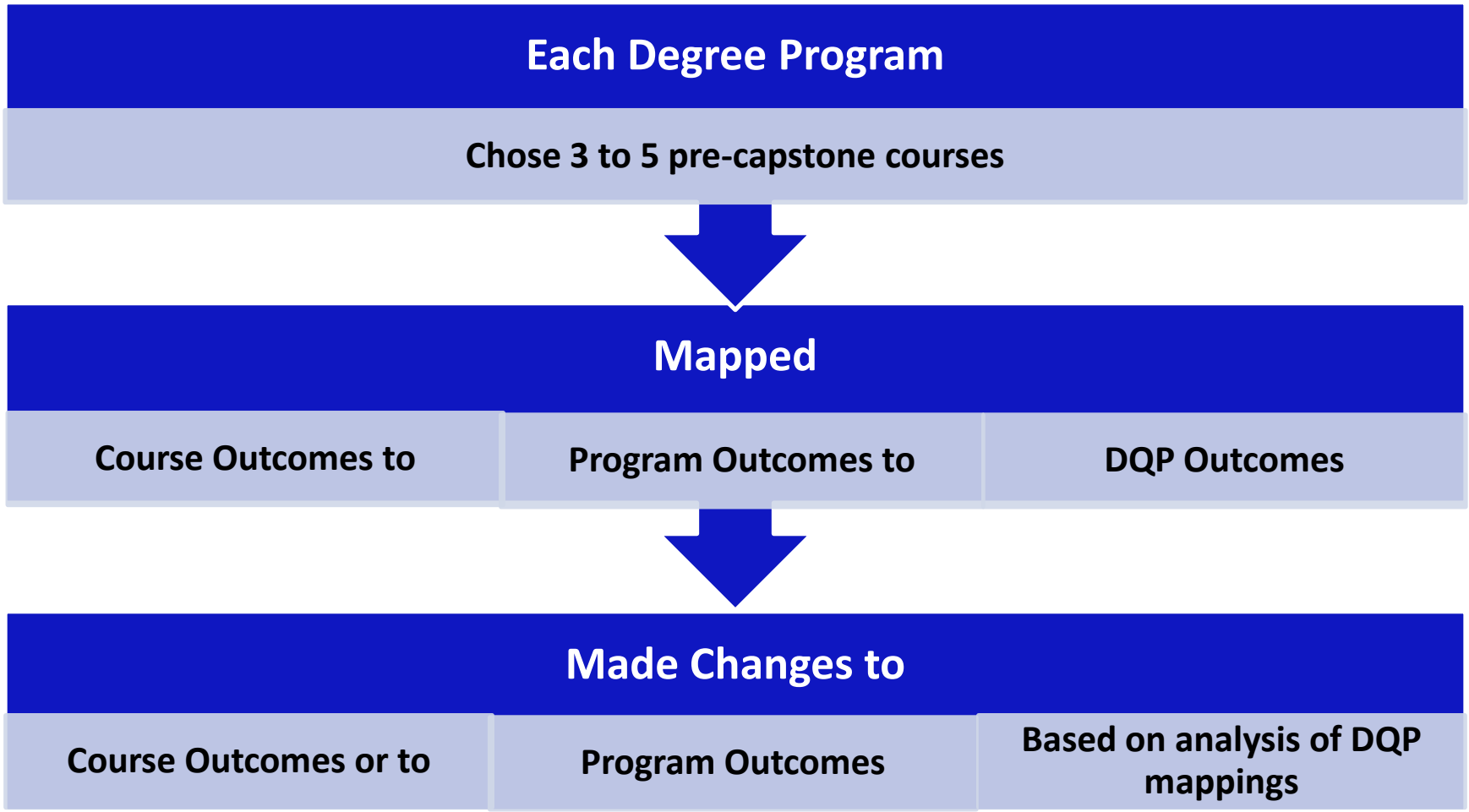
Marshall's Process:
Activity 1: Degree Programs



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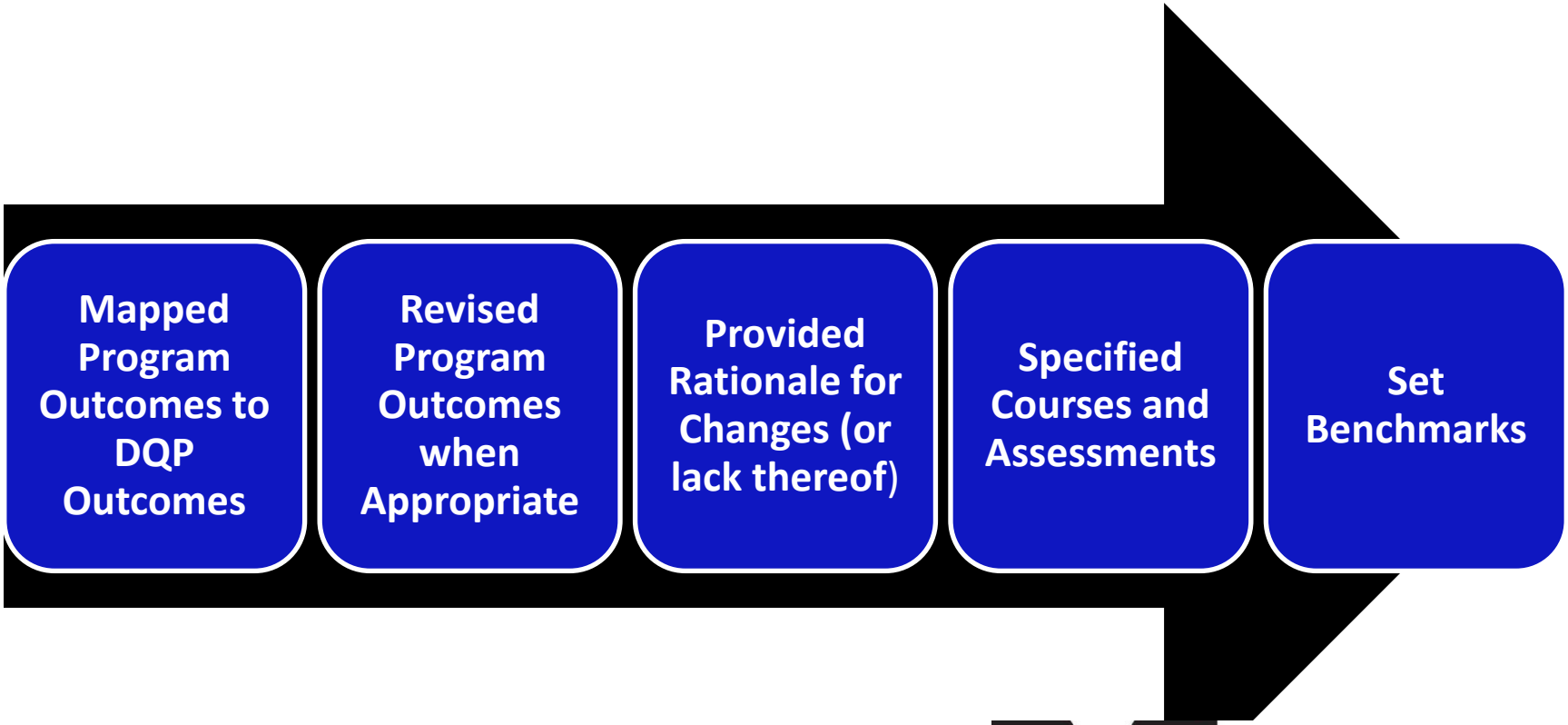
Activity 2: Degree Programs: Step 1

- 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

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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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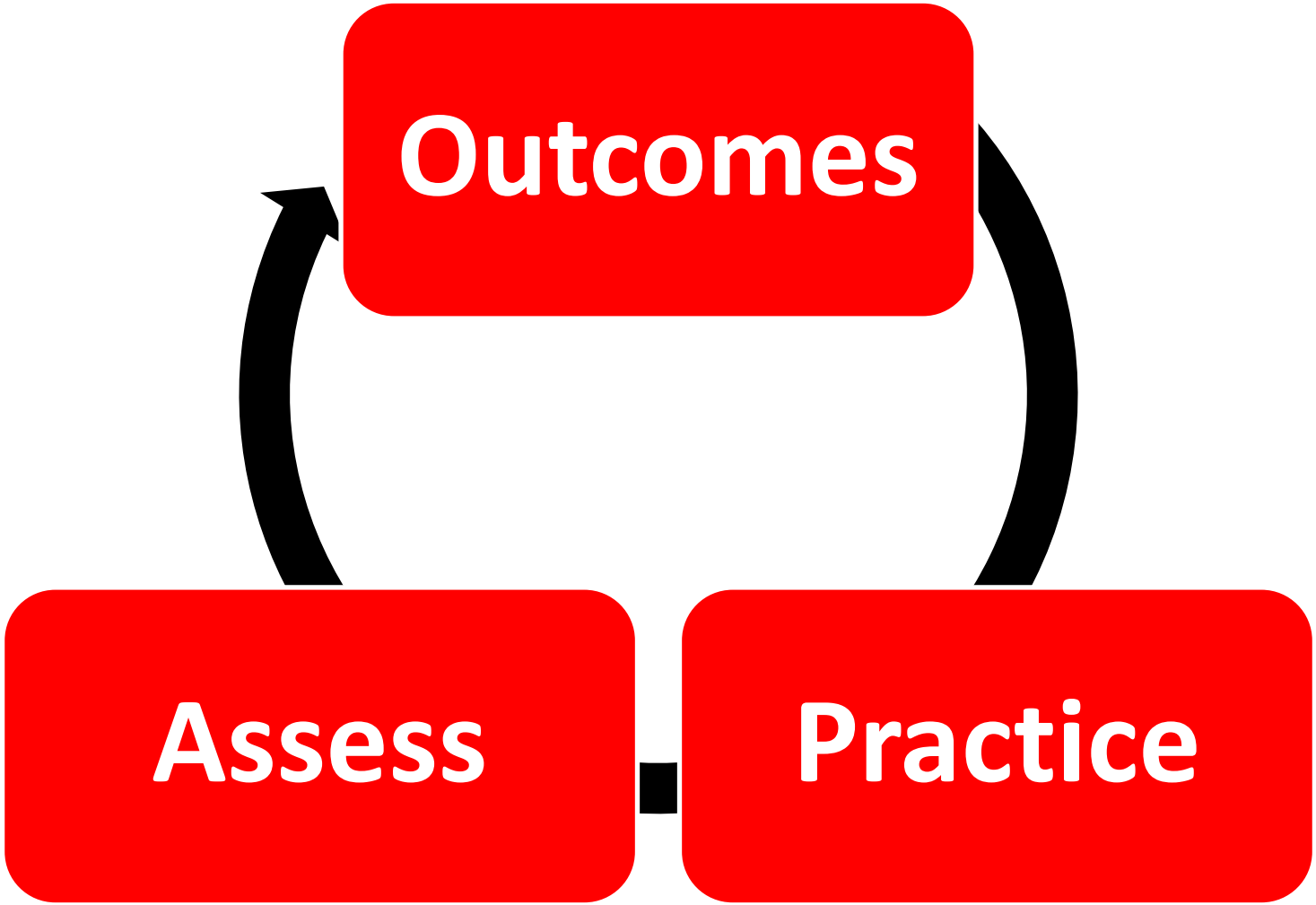
Domains of Critical Thinking	Learning Outcomes
Communication Fluency	Students will **develop** cohesive oral, written, and visual communications **tailored** to specific audiences.
Creative Thinking	Students will **outline** multiple divergent solutions to a problem, **develop** and **explore** risky or controversial ideas, and **synthesize** ideas/expertise to **generate** ideas.
Ethical and Civic Thinking	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.
Information Literacy	Students will **revise** their search strategies to find appropriate research tools, **integrate** relevant information form reliable sources, **question** and **evaluate** the complexity of the information environment, and **use** information in an ethical manner.
Inquiry Based Thinking	Students will **formulate** focused questions and hypotheses, **evaluate** existing knowledge, **collect** and **analyze** data, and **draw** justifiable conclusions.
Integrative Thinking	Students will **make connections** and **transfer skills** and **learning** among varied disciplines, domains of thinking, experiences, and situations.
Intercultural Thinking	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.
Metacognitive Thinking	Students will **evaluate** the effectiveness of their project plan or strategy to determine the degree of their improvement in knowledge and skills.
Quantitative Thinking	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		
Students will		
Students will		
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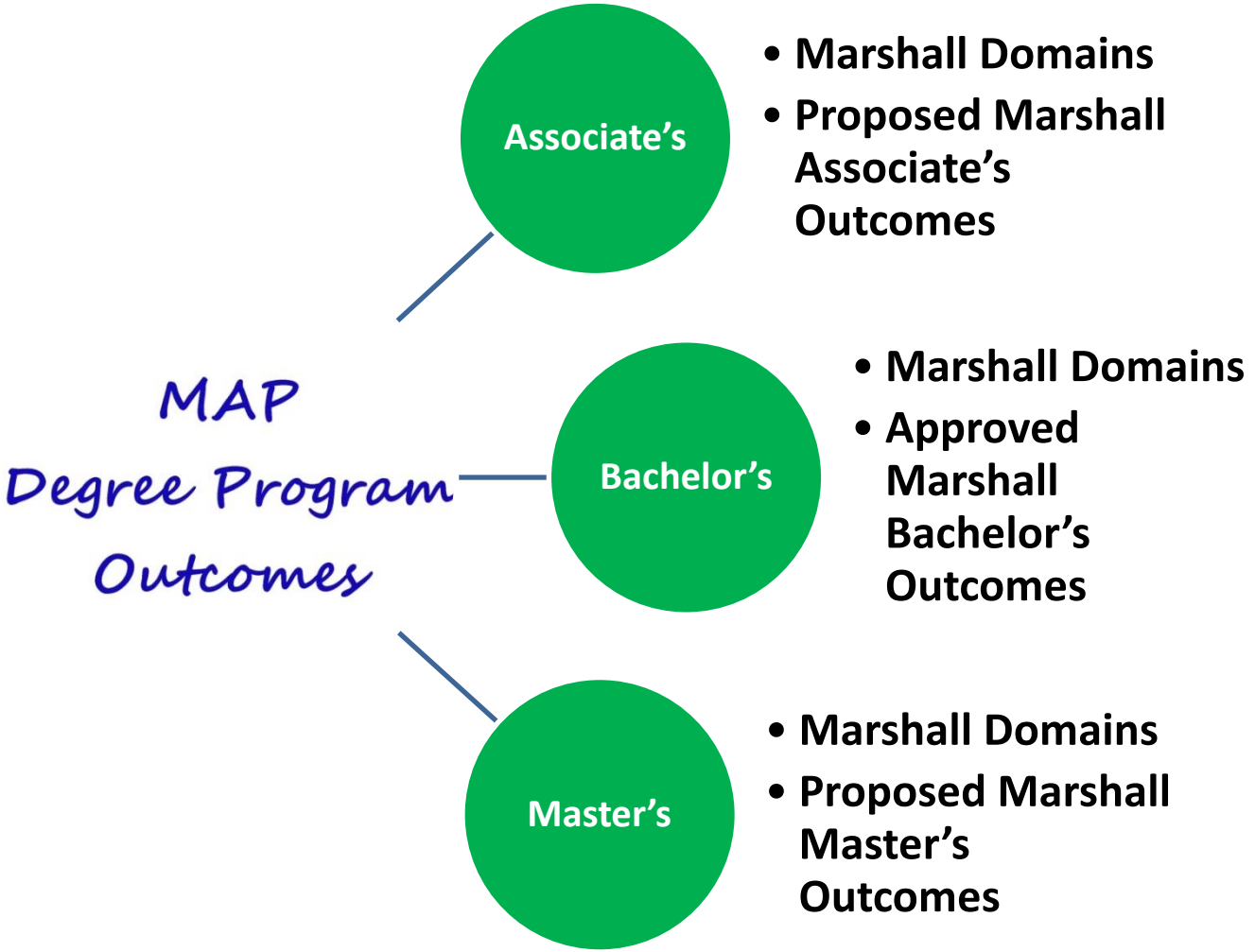
Students will		

Continuous Improvement: Work in Progress



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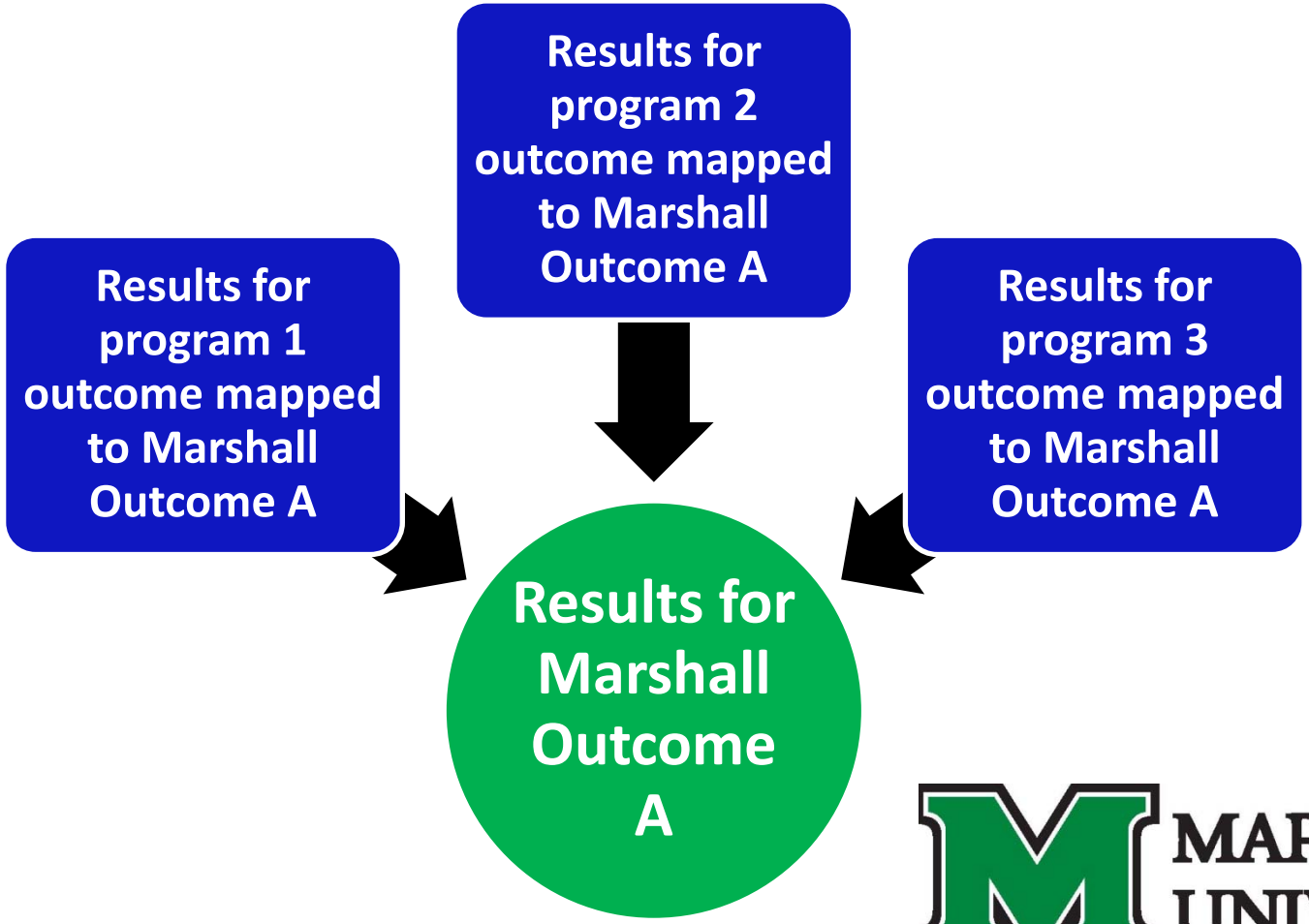
Creative Thinking

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.



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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

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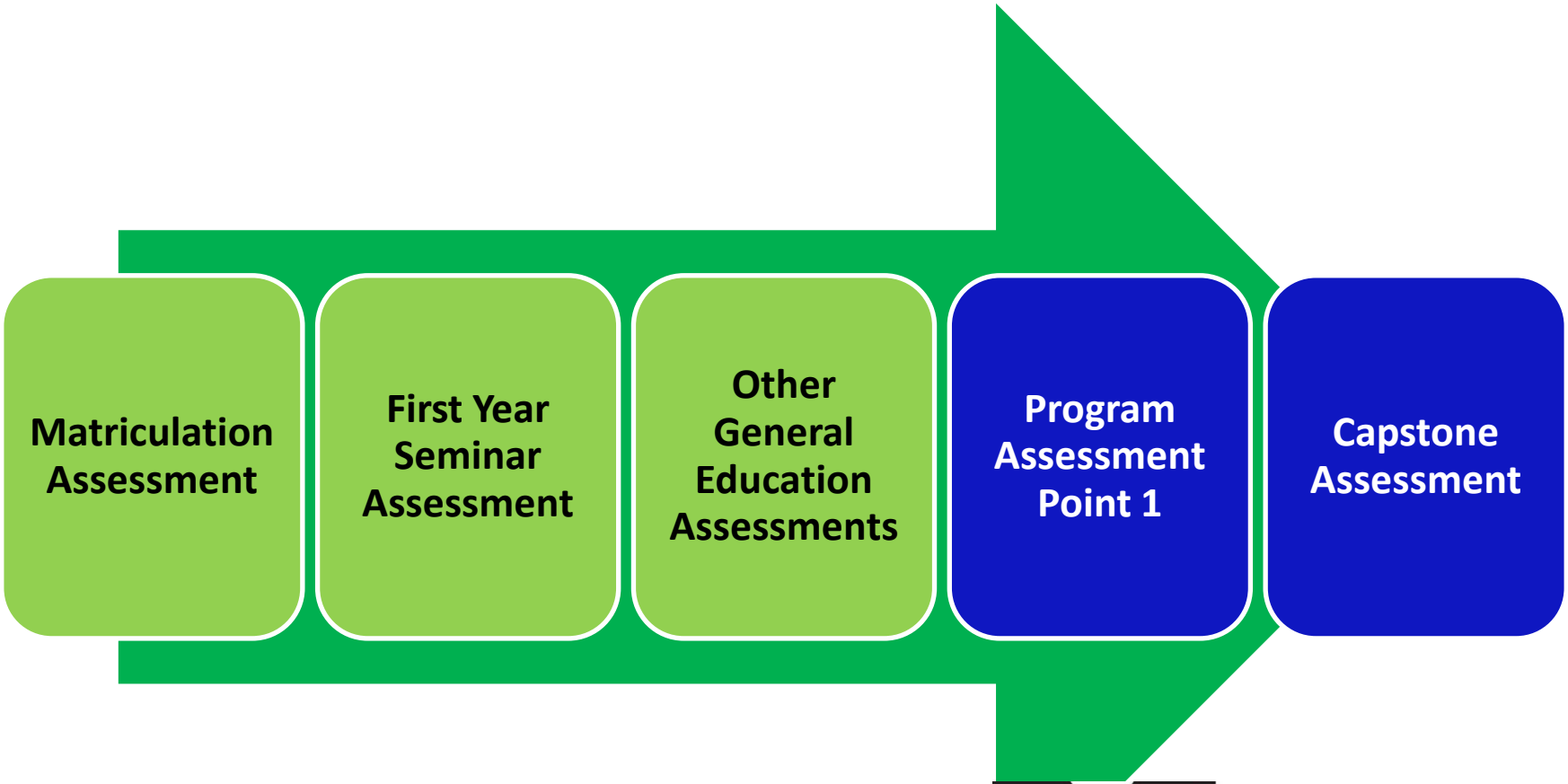
Impact

- Evaluate results of:



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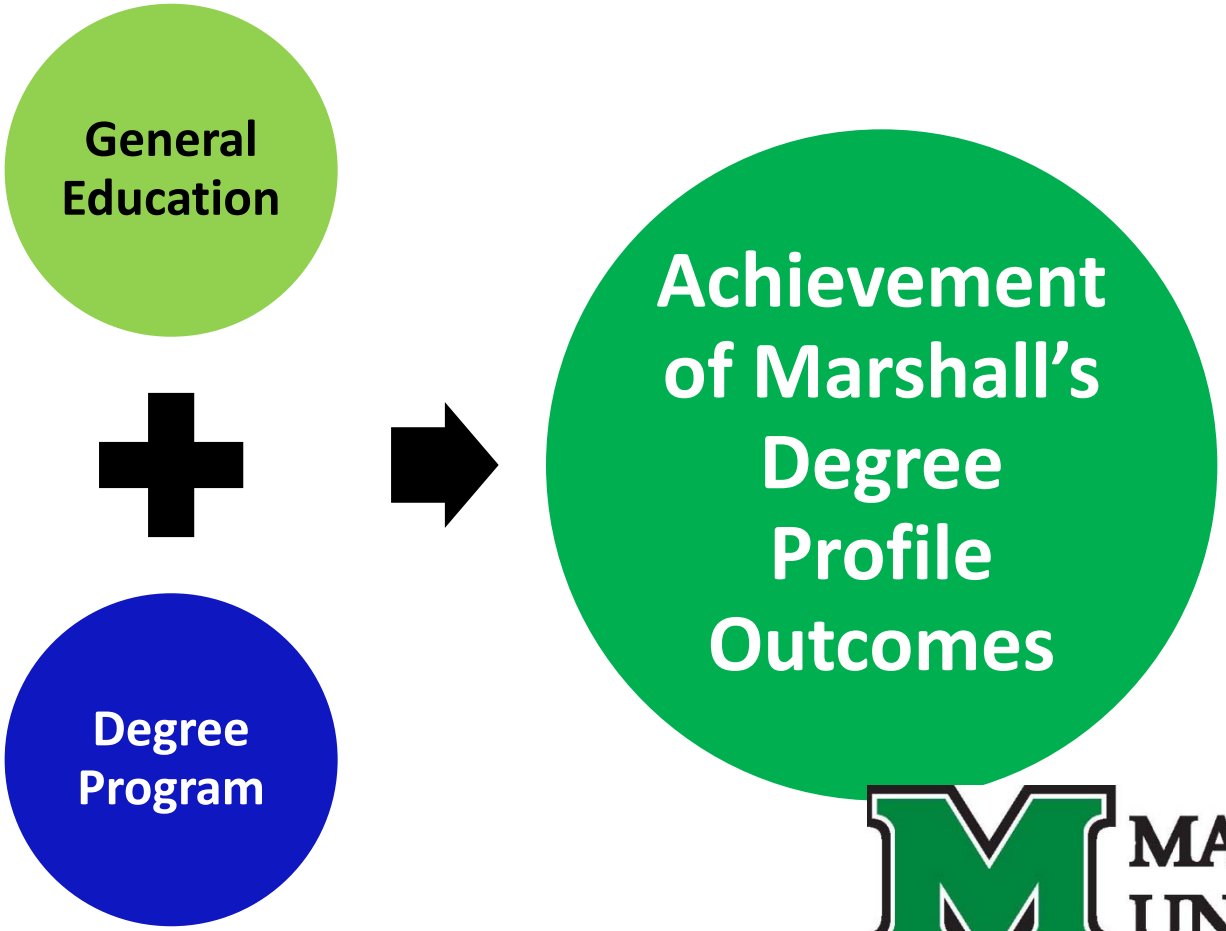
Impact

- Student Performance in



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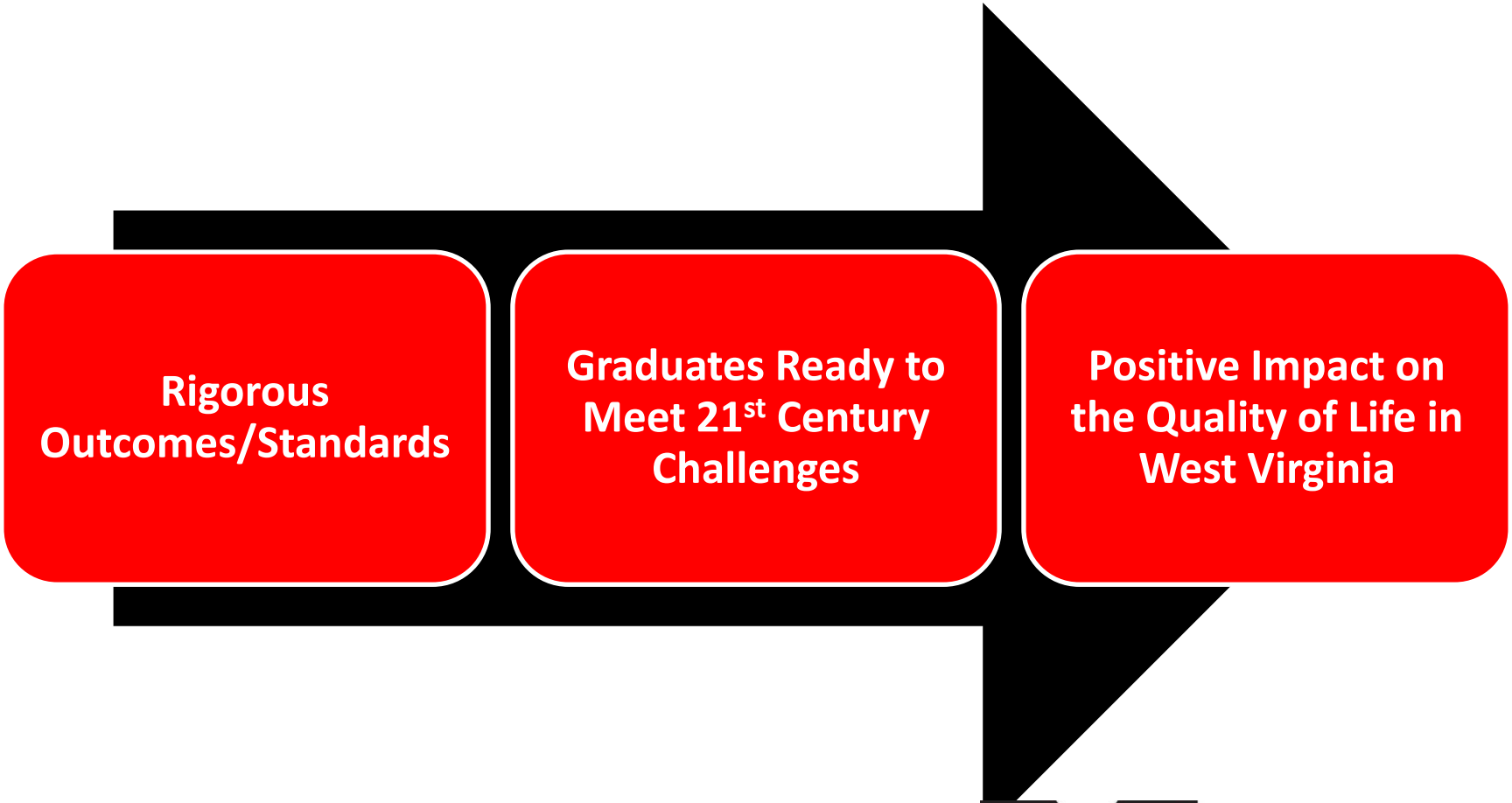
Potential Impact on West Virginia



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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
- Marshall's Open Pathways Webpage: www.marshall.edu/hlcopenpathways
- Marshall's Assessment Webpage: www.marshall.edu/assessment

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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.

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